

THE SCHOOL JOURNAL

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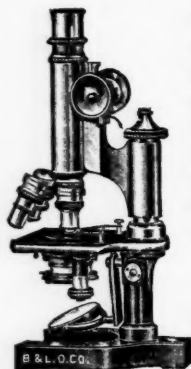
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol LXXIII.

For the Week Ending October 13, 1906

No. 13

OSSIAN LANG, Editor.

Illiteracy Among Teachers.

It seems incredible that an illiterate person should manage to secure a position as school teacher, but fact sternly denies the incredibility. At the office of THE SCHOOL JOURNAL there are received each year more than one hundred and twenty thousand communications from teachers in every conceivable kind of school. I am speaking of course of the exceptions when I say that there are among these communications, letters and postal cards that would be a disgrace to a girl who has had no less than six years of school life in a fairly civilized community. But—such exceptions should not exist.

Poor spelling, wretched penmanship, and execrably incorrect language are bad enough, but I do not now refer to these only. There are actually examples of gross illiteracy, with the usual accompaniment of filth. The clerks are quite accustomed to seeing the pronoun *I* written with a small letter; this modesty no longer astonishes them. When it comes to receiving sheets of note paper so dirty that a clean hand instinctively shrinks from them, and then being compelled to tarry over them in order to decipher the meaning of the contents, disgust can no longer be concealed.

How do people, lacking so completely in culture, and possessing not even a modicum of elementary instruction, ever manage to secure employment as teachers?

To the shame of the country be it said: It is due to lack of appreciation, on the part of the people, of the importance of the teacher's office.

The shabbiness revealed by the prevailing inadequacy in remuneration of the teacher's services must necessarily result in the employment of many inefficient ones, the inefficiency ranging all the way from lack of professional judgment down to rank illiteracy.

Frederick the Second of Prussia has been held up to scorn because he insisted that his non-commissioned officers, many of them confirmed drunkards, wanting employment, should be appointed as school teachers. All protests were met by the explanations that they must have shelter during the inclement winter days, that teaching would keep them out of mischief, that being military drill-masters they would keep the children in order, and that the wages paid to teachers were all they were worth.

Low wages necessarily restrict one's opportunities for self-development. The kind of people who would make the most desirable teachers are looking forward to occupations holding out the possibilities that some day they may have a comfortable home—not one mis-named "home" (for old ladies, incurables, etc.)—with a respectable library and a piano in it, and, if so it may be, a garden around it.

Fifteen dollars a week does not hold out much hope. What shall we say, then, of places that pay only twelve dollars a month? And then only "when school keeps"? Or what inducement does a city position hold out, which pays, say, twelve dollars a week, and then subjects the tenant to the liability of being docked for unavoidable absence?

This whole question of teachers' wages is one that must be handled without further reticence. When people permit their children to be taught by illiterates we are confronted by a state of rottenness that must be treated in the open.

No State in our Union can afford to harbor a single teacher who lacks in the very elements of education. The communities that cannot afford to pay a fair living wage must be given support sufficient to enable them to do it.

It is time that minimum standards should be fixed by every State—a standard of qualification and a standard of remuneration. This is something worth laboring for—laboring for with all our might.

Curiosity vs. Interest.

The complaint is frequently uttered that the output of books is excessively large. The facts would seem to show that the trouble is with the demand rather than with the output. In the publication of books the United States falls behind even Russia, where illiteracy is supposed to be very high. While we print sixty per cent. of all the periodicals on earth we stand at the foot of the list in the publication of literature fit to be preserved between the covers of a book.

According to late statistics, Germany publishes 354 books to the million inhabitants; France, 344; Great Britain, Holland, Belgium, Switzerland, Austria, Italy, Sweden, and Norway follow in slightly decreasing ratio; then comes Russia with eighty-five, and last the United States with eighty-one. What a sad showing this is! In the consumption of ephemeral gossip we lead the world. In the reading of serious thought we occupy the rear seat.

Are the schools to be blamed?

One chief purpose of the school is to teach the young how to read and what to read.

The condition that confronts us is that the reading of newspapers absorbs practically all of the time which adults have for reading, aye, and more. If the newspapers were filled with the things really worth while, this condition would be deplorable enough. Even the best newspapers cannot satisfy the educational need there is for prolonged attention to a single line of thought. Clear thought is essential to intelligent citizenship in a democracy. This clear thought is developed by training in accurate reasoning. Flashes of light are no substitute for the light of day.

In a laudable desire to make school work interesting and comprehensive, we have permitted the reading of the children to become scrappy and superficial, rather than complete and intensive. Anything occupying more than five or six short pages is regarded as irksome. Continuity of thought

is not permitted to develop. Information has crowded out reflection. Curiosity has been mistaken for interest. It is curiosity that has flooded our country with newspapers.

There is no need of compelling the young to undergo *unnecessary* hardships for the sake of acquiring the discipline which comes from prolonged occupation with one subject, whether it be dissertation, problem, or story. If Scott's *Ivanhoe* has in it many passages which to the reader of the present day can be of no particular advantage, these may well be omitted and the story read in condensed form. The *Robinson Crusoe* that became famous is he who was shipwrecked and lived on an island; the rest of DeFoe's book is waste in the busy to-day.

The rule must be to give to the young the things that are truly good for them to have, provided these are not beyond their comprehension. There is, of course, the other consideration that the lesser good must yield precedence to the greater. With these fundamentals in mind the teacher cannot go far wrong.

Cultivation of the interests of children must not degenerate into a pandering to their appetites. The only interests that education has a right to consider are those that represent paths leading into the realm of truth.

The mere feeding of the appetites is a base occupation. Appetites are like horse-leeches which desire only to fill themselves and then drop off from the object that gave them suck. Interest is the seed of a tree which in its growth forces its way thru the soil to the sunlight and continues to grow higher and higher, spreading its branches and producing fruit for the nourishment and the comfort and the joy of the children of men.

Growth means struggle, and interest is the heart of growth. Struggle, then, there must be in the development of the interests. Great is the reward! The more fully the interests are developed the more one can share with his fellowmen the enjoyment of the treasures of humanity, the more effectively one may participate in the world's work, the more sources of happiness there are open to one, the nearer one draws to a right comprehension of truth.

The newspaper habit and the but little less unprofitable magazine habit are developed by the rule of the appetites. Curiosity, rather than abiding interests, guides the readers. Aside from the enormous waste of valuable time there is the slow corrosion of the strength that the interests might otherwise develop. The desire to read a book is too much dependent upon the size of the book.

Aside from thoro work at the foundation there is the further duty of teaching the young in a practical way how to read a newspaper. It would be folly to attempt to stop the reading of the day's news. But the reading of a daily paper is quite another thing. The question whether there is news enough or not does not determine the size of the paper. The logic of this alone should be sufficient to argue the need of instruction in the art of reading a paper. They must learn how to separate real news from wasteful gossip, and worthy reading from trash. With such aid as is supplied by the weekly periodical *Our Times*, the problem should not be over-difficult. A knowledge and understanding of the history of one's time is quite essential in our present civilization. Two hours a week ought to be ample for all purposes of this nature.

Strict limitation of one's news-reading to the things really worth knowing will leave ample time for the communing with the great spirits of humanity in the realms of truth and art.

The Professional and Financial Side.

Conducted by WILLIAM McANDREW.

Chicago Salary Suit.

The suit was for salaries cut off from experienced teachers in 1900 and also for loss sustained by closing the schools one week in September, 1900, and the stoppage of the '98 schedule. The cut in salaries of experienced teachers was allowed by the court for the six months of January to June inclusive. The other claims were disallowed.

Previous to dismissing the case in the Appellate Court, the Board of Education's finance committee received an opinion from its attorneys to the effect that the Board had no power to pay any teacher who suffered a cut in salary in 1900 but who did not file a claim.

Owing to the frequent fluctuation of salaries in the years immediately before and succeeding 1900, much confusion of mind exists among many teachers, and it may assist in clearing up this confusion to present again the salary situation in those years.

In 1898 the Board adopted a schedule of salaries which added three years to the schedule of 1897 under which the maximum had been reached in the seventh year of service. Only one year of the enlarged schedule was put into effect, namely, the eighth, and all teachers who had completed seven years or more of service were put on eighth year's salary, being an increase of seventy-five dollars over the seventh year's salary.

In 1899 all advances were stopped and no teacher received a greater salary than was received in 1898. In 1900 the increase granted to experienced teachers in 1898 was cut off, but all other teachers received the regular increase, namely, all teachers who had completed less than seven years of service. In 1901 the eighth year was again added to the schedule, and in 1902 again cut off and the '98 schedule abolished. In this year two groups of salaries were established and another method required for entrance into the first group of salaries other than service and efficient teaching. The 1897 schedule was adopted for teachers of the second group of salaries.

In 1903 the entire schedule of the second group was raised fifty dollars, reaching the maximum in the seventh year of service.

Since the schedule was stationary in 1899 it follows that only those who had received the seventy-five dollar increase the previous year were in position on the schedule to suffer the cut in 1900. It therefore follows that such a teacher must have been on the eighth year's salary in 1898. Teachers whose experience would seem to entitle them to the cut but who because of the fact that the Board did not grant them the increase due them in 1899 were not included in the number who were actually cut in 1900 and therefore were not included in those who recovered under the decision of the court.

—*Teachers Federation Bulletin.*

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Why Play Must Be Taught.

Dr. Luther H. Gulick addressed the Kindergarten Association of New York at their initial meeting of the year on the topic "If play is instinctive, why does it have to be taught?" He said in part:

The caterpillar at a certain stage makes a chrysalis; he winds himself about himself, and so, wound into retirement, waiting, undergoes a change into a marvel. The butterfly that comes forth, without experience or instruction, and without play, flies. He has learned nothing of that from the caterpillar experience.

Within the last two years there has come into use the word tropism. A tropism is an automatic reaction. For instance, if an animal is approaching a hot spot his muscles involuntarily contract. A moth does not like or dislike the light. He is turned automatically toward the light, and will go toward it until, perhaps, he is burned. Many consider instincts to be tropisms, automatic and unrelated to will, as automatic as would be the action of a watch if one allowed it to drop.

We say the bird's song is instinctive, as much so as the color on the butterfly's wings. But a mocking bird hatched in an incubator and brought up by machine will have no song. A blackbird was brought up apart from its fellows. The only bird song that it heard was the crow of a rooster. The blackbird crowed. It had the instinct to sing, and that was the only song it had heard. When machine-bred birds come to maturity they desire to make nests, but they do not know how to make them. They have the right instincts; they collect sticks, but they cannot make nests. There is something in the bird's instincts other than there was in the caterpillar's; they are not purely automatic.

The young otter is not a swimming animal. The baby otters have to be forced into the water by the adult, against their very great fear. Here is social tradition working against the feeling of the individual, as social tradition very commonly does. The bird and the otter are plastic, the caterpillar was not.

Most of our instincts are of the second sort. We talk by instinct. The King of Egypt wanted to see what language children would talk if left to themselves. Accordingly, he had some children left without companionship and fed by a deaf-mute woman. The only noise that the deaf-mute woman made was a sort of grunt with which she called their attention to the food she brought. The only sound that the children made was a grunt, like the woman's, and they made that only when they wanted to eat. We speak instinctively, but the form of our speech depends on our social surroundings, on the language of the people we are with.

To be like others is instinctive. When a boy of fifteen is wearing short trousers, and all the rest of the boys he goes with are in long trousers, there is a difference there that hurts him "way down." That feeling is due to the consciousness of kind. A boy had rather do what the rest of the gang say than what his teacher or his father or his pastor says, because he is conscious of being like the rest of the gang, more like them than like the other people. Imitation is not an indiscriminate thing. If a boy is going down the street and sees the willow branches waving, he does not try to imitate them; but if he meets another boy who is going swimming, he immediately has an uncontrollable impulse to go swimming, too. The consciousness of kind is the reason for all fashions, as study, reading, social intercourse. It is not because it is a reasonable thing that we men wear vests cut down in front; it is an eminently unreasonable thing, but not all

the physicians in all the world could persuade us not to wear them.

Theoretically we all admire sensible people. Dr. Mary Walker was sensible, but her sensibleness gave us queer feelings. We learn about clothes before reason is learned. Our tastes in food, in colors, in religion, and in phrases, are all settled before the individual thinks for himself. Plasticity in those things was long ago, and for most of us it is no more.

Being like—that is the reason the child plays. Play is instinctive, but the way that the child plays tag, for instance, is due to social tradition. If the chasing and being chased feeling exists only when tag games are cruel, then all his life is turned into cruel lines. It is like the blackbird's learning to crow. It is the reason that we speak English.

Play has to be taught consciously by the adult, not only because instinct is only partial, but in order to get good plays. Whether play is good or bad depends upon the model. If the model of college athletics is the man or the team that wins at any cost, then upon the real instinct to compete there is a whole lot of bad grafted. I have never known of any amount of preaching on unclean athletics to accomplish anything compared with the model set by the coach.

Another reason for directing play is that the times are changing. Under the old school conditions there was plenty of space, plenty of time, and not too many children for one woman to attend to. But now, with many children crowded together, the old forms of games must be given up, and this change is permanent. We have lost our gardens in the old form; we shall regain them in time, but it will be different.

Put one hundred children into this hall and you have got to study the plays, in order to get the best of the many kinds of play possible. The instinct to play remains, the direction can be changed; and this is to be done, not by instruction, but thru the feeling of the consciousness of kind.

The test of kindergarten plays is, Do the children play outside, what you teach them to play inside? For instance, do they play at home what they play at kindergarten? If you have appealed to the consciousness of kind they will. If we teach a boy to jump, and he jumps only in school, we have done a small thing. If we teach him to play clean, and he plays clean on the baseball field, we have done something great.

It is of no use to teach down. Where you find a teacher of whom the boys feel "He is one of us," there you will find a teacher that is making boys over. If you teach little children from above with authority, not saying, perhaps, you must, but imposing your will on them because you are stronger and more skilful, and more knowing, you are doing nothing. When the children do things because you are one of their kind, then you are accomplishing something.

The boys in Rugby come out playing football differently from the boys in the other English schools; they come out with different ideas. Why? Because they have different traditions. Why is a Yale man different from a Harvard man? Not because mathematics at New Haven is different from what it is at Cambridge, not because philosophy is taught differently; but because, independent of reason, separate from the life of the individual, something comes in and makes a real difference. And the gripping power of the two institutions is shown nowhere more than in sports.

The test of carrying on, out of school, plays taught in school, is a difficult one. Do the plays taught

modify the child's action when he is not conscious of you? That is the test. Do the things we are, does the example we set, go to the children by reason of our being one of their kind? If that is the case, we can teach play in such a way as to modify character.



Experiences of a Substitute Teacher

By LEONHARD FELIX FULD, B.A., M.A., LL.B., LL.M

I.

Fresh from the academic atmosphere of the university, I entered Public School No. — on October 19, 1905. I was without any experience in teaching, but determined to tackle teaching as I would any other task which might come my way. Examining my surroundings more critically, I was impressed at once by the orderly conduct of the boys as they passed up the stairs and to their rooms. There was no teacher in sight, but the boys walked on tip-toe and refrained even from whispering. The monitors attended to their duties in a most efficient manner. They knew how to handle the boys and lacked officiousness. By watching them I picked up a few points myself quickly, and had I watched them more carefully I might have learned more. The good discipline of the school gave me courage too, because altho without experience as a teacher, I knew from my own school days that boys in a well-disciplined school are not inclined to misbehave even for a substitute, like boys in a poorly disciplined school.

Ten minutes before the opening of the day's exercises, the principal appeared, and with a few words of kindly greeting escorted me to my class—a class of seventh year boys. The principal, in introducing me to the class, told the boys that I was a classmate of their teacher at the university, and had come to teach them for the day so that they might not lose any work. In a whisper he added to me that if I desired any assistance I should feel free to call upon him. He then passed out of the room and I was left face to face with my first class. Hastily glancing over the course of study, I determined to begin with arithmetic. The class was in perfect order and I had no difficulty in going thru the lesson. Mental problems came first and then I had the boys work examples on the board. Everything was going along splendidly and I was already beginning to congratulate myself on my ability as a teacher, when on the completion of the arithmetic lesson I turned to oral spelling. This was my first error in tactics.

I determined to have a spelling match and began to take the class in sections, with a view to having a final match between the leaders of the various sections. I was then ignorant of the fact that the boys had been testing me during the arithmetic lesson, and had already formed their estimate of my ability. It is sufficient to say that the spelling match was a failure. In the first place the heat of competition excited the boys and an inexperienced teacher naturally found difficulty in checking their enthusiasm. Then, too, the order of the class was disturbed when the boys began to rise in their seats for the purpose of reciting. A little whispering began also at this time, and not being checked at once, grew in volume. At eleven o'clock, when the principal came to the room, the class was in disorder.

With a few sharp words of command, the principal restored order. Then picking out with his trained eye the two ringleaders, he transferred them at once to the next lower class. He emphasized the fact that this transfer would be permanent and not temporary, and that a few minutes of fun was dearly bought when it cost a boy the loss of six months' time. When the principal left the room, saying

that he would transfer any other boys who might give trouble, the class was again in good order, and a lesson in civics intensely absorbed their whole attention during the rest of the morning. The principal was considerate enough to supervise the dismissal of the class himself.

During the lunch hour I pondered over the morning's experiences, and came to the conclusion that I had treated the boys too courteously. I came to the further conclusion that I had paid too much attention to the giving of instruction and too little attention to the maintenance of discipline. I determined to remedy both of these defects in the afternoon. Assuming the grimace of a dyspeptic cynic, I kept the class under full control during the entire afternoon. Every attempt at whispering was put down at once with a scowl and an angry reprimand. The slightest trace of insubordination was quickly cowed by the mention of the principal's name. The steady stream of boys who paraded to the toilet in the morning was peremptorily checked by informing the class that all those who felt compelled to leave the room would be required to report to the principal for permission. The subject of instruction during the afternoon was English grammar, but in teaching I subordinated the giving of instruction to the maintenance of discipline. The grammar served to keep the boys' minds occupied and that was my principal object during the afternoon, altho of course I sought to impart as much instruction as was practicable.

Fifteen minutes before the close of the day's exercises, the principal again came to the room. This time he found the class in good order, altho the order was by no means perfect. The principal gave a model lesson in English grammar and I watched him with the utmost interest. Never having had the advantage of a normal course, with its accessories of the observation of model teaching and the performance of practice teaching, I felt that I could get my most valuable experience of the day by observing critically this model teaching. And I certainly derived much benefit from this observation. Without going into details, I shall mention simply the two most important points which I observed. The teaching was very strenuous and the strenuous character of the teaching not only held the boys' interest, but it also impressed the principles taught indelibly on their minds. The impairment of the discipline resulting from the fact that the boys raised their hands when they had formulated their answers, was very neatly checked by the principal. He had the boys sit up straight when they were ready to answer and thus a circumstance which generally tends to lower the discipline of the class was made to improve it.

At the close of the day I asked the principal to criticise my day's work. I consider it to be the duty of every officer and employe to ask his administrative superior at regular intervals for suggestions as to the improvement of his work. If the administrative superior gives such criticisms of his own volition they appear harsh and unkindly, while if the subordinate asks for suggestions, it renders the criticism more pleasant to the one criticised as well as to the one criticising. The principal's criticism was simply: "You lack force." This was expressing with kindness and consideration what any boy in the class would have expressed in the words, "He's soft."

Looking at my experience now with proper perspective, I think I can formulate one rule which will guide me in my future pedagogical ventures. To manage a class of boys you must treat every member of the class as your enemy until you have conquered him. Be just and kind always, but you must, above all else, be firm. The use of too much courtesy will give you the reputation of being "soft,"

and the world has no use for the "soft" man or woman, either in school or outside. After you have conquered your class and brought it under absolute control, you can humor it a little with acts of kindness or flattery, but until the mastery has been accomplished, all kindness is suicidal.

One word more and I am done. It is an ancient custom in the schools which makes boys misbehave for the substitute teacher. They know by intuition that the inexperience and short tenure of office of the substitute combine to make it difficult for him to get along and easy for them to defy him. Where the principal is incompetent or unwilling to assist the substitute, the position of the latter is uncomfortable, if not desperate. The giving of instruction is out of the question in such a case, and lucky is the substitute who can pass the day without witnessing a general outbreak in his class. But if a substitute enters a well-disciplined school and has the actual, as well as the moral, support of an efficient principal, who is loved by the majority of the boys and feared by the wrongdoers, as was my good fortune on October 19, 1905, he has at least the satisfaction of knowing that his success or failure depends entirely on his own possession or lack of ability and experience.

Medical Inspection in the Bay State.

By FREDERICK W. COBURN, Boston.

An admirable educational departure, unquestionably, is the enforcement in Massachusetts this fall, for the first time, of new laws requiring respectively a system of annual tests of school children's sight and hearing and regular medical inspection of every public school within the borders of the Commonwealth. Each of these regulations represents a great advance. Each should help to put Massachusetts in the forefront. Vermont is at present the only other State requiring annual tests for sight and hearing, tho Connecticut has a law providing for such examination once in three years. No other State, so far as I know, prescribes medical inspection in all the communities thruout its length and breadth.

The new regulations, it is true, are not so drastic as they may become later on—after the citizenship has been better educated to appreciate the value of the co-operation of physician and pedagog. Considerations of expense are serious in the tax-burdened communities of the Bay State. No costly innovation can be even proposed at the present time. Consequently the prescription for inspecting has been made mild. There may even be loopholes that admit of perfunctory compliance with its provisions. The sight and hearing tests, for example, are to be supplied by the teachers themselves, in accordance with instructions sent out from Beacon Hill. Such examinations, conducted by amateurs, might appear to be likely to be less searching and thoro than if administered by trained specialists. Again, altho medical inspection of every school in the State is demanded, there is no provision requiring a city or town to appropriate money for the purpose. The authorities simply must get the work done. If by volunteers from among local physicians, well and good, no doubt. If by payment of fees so small as to be a negligible quantity in the annual budget, still well and good. No fixed proportion of the tax levied for public education has to be devoted to this duty of inspection.

Under so tentative provisions ideal medical inspection may perhaps not prevail as yet. Not every community, it may be, will live up to the spirit as well as the letter of the law. Enlightened self-interest cannot be entrusted to accomplish everything. Yet a beginning has been made, on a rea-

sonably large scale, in the solution of the most vital problem with which the pedagogy of the first half of the twentieth century has to grapple.

For this, unless all signs fail, is the next thing in the order of progress. The subject matter and the methods of education are tolerably well developed. They have, in fact, as every practical teacher knows, run ahead of the clientele of the profession. Both the seed and the method of planting it are well understood; improvement of the soil is the next step. Professional standards can be attained—if only humanity can be standardized. After normal schools, normal people bids fair to be the educational cry of the future.

The need of leadership in this direction in Massachusetts, a State dependent for prosperity entirely upon the physical and moral qualities of its population, and not at all upon its natural resources, is obvious. At this time, when industrial establishments are working as long as the law allows, and everybody who is at all competent has employment, we have in Yankeeland no considerable problem of unbreakfasted children; there is only the more serious problem of the young people who go to school morning after morning heavy from a breakfast of strong coffee, hot bread, indigestible griddle cakes, and fried leather (alias beefsteak)—the patent and potent cause of our national dyspepsia, our nervousness, our failure alike to perpetuate our kind and to realize the best opportunities of living amidst the finest natural advantages of soil and climate to be found in the world anywhere. Note the children—as I note every working morning—pouring into the well-equipped schools of a Boston wealthy suburb, and you must comment on the lack, in a large proportion, of the evidences of physical robustness and mental alertness. Once we supposed that the differences in fitness of individuals of the human kind were fatalistically determined. The anemic, the tuberculous, the mentally deficient, were always to be with us—because they were born so. Now we are aware that physician, surgeon, and dentist may, if given opportunity, mitigate many of the evils of inheritance and immeasurably bring up the average of the vitality of the crowds of children trooping to their lessons morning and afternoon. We are becoming conscious of the long sinning of our nation and race. The pinched and pasty faces of the children, connote for the most part no predestination, but simply years of injudicious feeding, of sleeping in unventilated or only partially ventilated rooms, of nervous wear and tear prevailing in middle class and lower-class homes. We attack disease, but too many of us continue to eat doughnuts. The epidemics of diphtheria, measles, and scarlet fever, which every now and then run riot in our schools, would hardly get started if the power of resistance of the average child were increased several degrees as it might easily be increased—with attendant lessening of the difficulties of teaching.

The fact is, a new conception of the physician's duty toward the community is imminent. Not simply for curing or even for preventing disease is he to be compensated for his time and skill, but for studying and promoting in every way possible the physical and mental welfare of the group of individuals in his charge, building up their general tone, attacking the causes of depression and listlessness, enhancing the working capacity, affirming the right to live in lieu of merely existing. The high priest, he, of the social organization of the future, one of whose prime duties will be to assist in the development of the young child whom he will deliver to the teachers day by day in best possible condition to respond, to learn, and to grow.

To those of us who foresee such a medical supervision, coextensive with the daily life of the entire

population, infant and adult, the Massachusetts plan must appear to be at least an encouraging start. These things cannot be brought about all at once. An interesting part of the propaganda is the pamphlet of practical instruction which has been issued from the Massachusetts Civic League in the name of Joseph Lee, promoter of many good movements and father of this legislation. The pamphlet is filled with facts designed to encourage citizens to vote for large enough appropriation to insure proper support of the medical inspection law. Local friends are urged to keep watch over the town meeting warrants and to make certain that the subject is named in the list of appropriations. The expense, it is said, should average about \$25 per 1,000 people in large places, where the physician must make more or less regular visits at short intervals, but in the smaller townships the cost may be materially less and still good work be done. In any case, the expense is directly offset by the gain to the town thru prevention of the spread of infectious diseases. It is estimated that where the community is large enough to support a regular city hospital, the new law will result in a very considerable money saving.

As an assistance in enforcement of the sight and hearing tests, Dr. Charles Harrington, Secretary of the State Board of Health, has prepared directions in accordance with which the grade teachers will be able, it is believed, efficiently to administer the examination. This plan is likely to be of great general interest to readers of THE SCHOOL JOURNAL and may, therefore, be stated in full.

The sight tests will be made by means of cards with letters of different sizes, which are to be read by the children, one eye being covered when the test of the other is made. Over each set of letters

is indicated the number of feet at which they should be read by a child of normal vision, whether twenty, thirty, forty, or fifty. The system gives a mathematical way of expressing the relative amount of deficiency. If a size of a letter which should be read at forty feet has to be brought to twenty feet, then the vision is half normal. But if the child can read at thirty feet what normal sight cannot see beyond twenty feet, then there is one-half better than normal. By bringing the card close to the two eyes to the point where the letters become confused in outline, there is found the focusing power of the eyes. This test should not continue over a few seconds. Whenever there is a defective vision, the teacher must notify the parents and also the school committee or the Board of Education.

In the matter of hearing, Dr. Harrington says that the best tests can be made by whispers, and that system should be used with the scholars. According to the statement in the directions, an ordinary whisper can be heard twenty-five feet by a child with normal powers, a low voice can be heard thirty-five to forty-five feet. The test words used will be the numbers from one to one hundred, and short sentences. Only one child will be in the room at the examination. It is recommended that the room be twenty-five or thirty feet long with the floor marked with foot squares, so that the distances can be read quickly. One person should examine the entire school in order that the tests may be as nearly as possible the same for each scholar, and it is recommended that a familiar teacher, with normal hearing herself, be the one to make the test. This will put the children most at ease, make the conditions for the experiment most favorable, and secure more accuracy of result.

Medical Inspection in the Public Schools.

By JOSEPH LEE and MARGARET CURTIS.

(Continued from page 268, THE SCHOOL JOURNAL for October 6.)

Detection of Acute Disease.

There is a mass of evidence showing conclusively the following things:

1. That the schools are a principal means of disseminating disease thruout the community.

2. (One of the reasons why the above is true). That children go to school with light cases of measles, scarlet fever, and diphtheria, and return to school while still in a condition to transmit disease.

3. That medical inspection can largely prevent the dissemination of disease in the schools.

4. That children also go to school while suffering from severe non-contagious diseases, and can be greatly benefited by medical inspection resulting in notification of parents in such cases.

The following extracts, tho but a very small part of the testimony, seem fairly conclusive, and may be useful for purposes of agitation:

At the hearing before the Senate Committee on Ways and Means, Dr. Charles Harrington, Secretary of the State Board of Health, testified:

That the schools, in city and country alike, are a prolific source of the spread of infectious disease, owing to the fact that children often attend school while suffering from such disease, especially diphtheria, measles, and scarlet fever. They are especially likely to attend during the earlier stages of diphtheria and during the late but peculiarly infectious stage of scarlet fever. Medical inspection in the schools will greatly reduce this danger, not only to the children, but to the community at large.

Dr. Samuel H. Durgin, Chairman of the Boston Board of Health, to whom America owes the first in-

troduction of medical inspection in the public schools, testified both at the hearing before the Committee on Education, and at that before the Senate Committee on Ways and Means in substance, as follows:

That the medical inspection in the public schools of Boston, introduced by him in 1894, has resulted in materially checking infectious disease. Dr. Durgin explained in detail the method by which cases of infectious disease are followed up, other members of the family who have been exposed being prevented from attending other schools, and the medical inspection in the schools resulting in finding many cases that would otherwise have escaped the notice of the Board of Health. Since this system was introduced in Boston diphtheria has fallen off about two-thirds, and scarlet fever about five-sixths. In the case of diphtheria anti-toxin has, of course, played the leading part. In the case of scarlet fever the starting of the new infectious ward at the City Hospital has had an important effect. But in both cases medical inspection in the schools has also been important, as shown by the fact that before the inspection began, some diseases—such as diphtheria for instance—were more common during the school term than during vacation, but that after the inspection was introduced they were less common during the school term than during vacation. Dr. Durgin gave it as his opinion that the saving at the City Hospital from cases of scarlet fever alone had more than paid the entire cost of inspection.

Dr. Durgin further testified that, important as this matter of contagious disease is, it is not the most important matter connected with medical inspection. Only 16 per cent. of the children sent home from the

Boston schools in 1904 were suffering from infectious disease. The others were cases of disease that were not contagious, but that were serious enough to require the child to be sent home in order to preserve his health.

Dr. William T. Harris, United States Commissioner of Education, in an annual report, makes a strong plea for the enactment of a national law requiring medical inspection of schools. He indicates the beneficent results arising from State legislation, and shows that the list of so-called "school diseases" is so large, and in some instances so dangerous, that Congress ought to act in the matter. "It is essential" he says, "that the school and health authorities be alert to the fact that the school, in the nature of the case, is the most certain center of infection ever established in the community. Careless and ignorant parents allow their children to come to school while they are yet in a condition to communicate disease to others. The need of medical inspection of schools can be clearly seen by the study of the fact just stated."

Secretary's Report, by George H. Martin, in the Sixty-ninth Annual Report of the Massachusetts Board of Education, 1904-1905, p. 137.

It has been shown over and over again that frequent and thoro inspection for the detection of contagious diseases is of the highest value in preserving the public health.

It has been shown with convincing force that thousands of school children are failing to make adequate use of school privileges because of physical infirmities of one sort or another.

Precautions used by the New York City Department of Health to Prevent the Spread of Contagious Disease in the Schools of the City, by Thomas Darlington, M.D., Commissioner of Health of New York City, reprinted from *The Medical News*, January 21, 1905, pp. 1-2, 5.

The condition which led to the adoption of medical inspection of schools was the frequent epidemics of measles, scarlet fever, and diphtheria among the school children, sometimes of so great a degree as to necessitate the closing of an entire school.

During the month of October, 1896, an inspector of the department was assigned to investigate the part that the aggregation of children in the schools of the city played in the spread of contagious disease. The result of this investigation showed that a great number of these absent children were sick with contagious disease, and were directly infected in the school-rooms, where conditions were favorable to infection, viz.: heat, stuffiness, overcrowding, and the presence of contagion. Children continued to attend school while some members of the family was at home sick with contagious disease.

In cases of diphtheria, the child attending school might have been a little sick, but not sufficiently ill to cause prostration; after a day or two at home it would return to school with slight sore throat, and when it was examined at the school and a culture taken from the throat, the bacteriological examination would show the presence of Klebs-Löffler bacilli. So also in cases of scarlet fever; cases would return to school desquamating after an absence of one or two weeks; it is related that one child amused himself and schoolmates by peeling the skin off his hands and passing it about the class-room for inspection. In such cases and in children's homes, numbers of cases of the disease were found to have developed directly traceable to schools.*

The presence of a medical inspector in the schools each day was a source of great reliance to the principals and teachers; whereas, before the advent of the medical inspector, a number of cases of doubtful nature would be allowed to continue in the class; these cases were now sent for diagnosis to the medical inspector, who always gave the school the benefit of the doubt by excluding any case suspected of having any contagious disease.

*Note importance of the provision in our new law that cases returning after absence for unknown cause shall be examined.

The number of cases sent home by the medical inspectors of Boston in 1903-4, was 3,259.

The number excluded from the New York schools in 1905 was 6,341. (A great many treated in school.)

"Medical Inspection of Schools," by H. Lincoln Chase, M.D., from *The Chronicle*, Brookline, Mass., May 25, 1901.

It is generally admitted that it is thru schools more than in any other way that children are exposed to the more common infectious diseases.

Besides those children who must be excluded from school for the benefit of others, there are a number who suffer from non-contagious, tho perhaps severe and disabling diseases, or who are mentally or physically below the normal standard.

Among the good results of the inspections there has been noticed an improvement in the cleanliness of some of the children, and greater neatness and cleanliness of their clothing, thus simplifying the problem of school-room ventilation, tho we have not yet put shower baths into the basements of our new school building, as Boston and some other cities have wisely done.

Still another result noticed after the beginning of school inspection is that many of the less careful parents now keep at home any child found at all ill, a benefit not only to the children at school, if the illness proves to be contagious, but in any event a benefit to the sick child.

Another important advantage secured by the inspections is that parents and teachers have come to know that as a result of the systematic search, with cultures or otherwise, for light or undetected cases of contagious diseases, with disinfection with formaldehyde when necessary, it is safe for the children to continue in school in time of threatened or actual epidemic. As a consequence, during the school year just ending, tho diphtheria was unusually prevalent in the town (as well as in all surrounding towns), not a school, nor even a single room had to be closed for a single day, either by order of the authorities, or thru apprehension of parents.

"Personal Cleanliness and the Prevention of Disease," by H. Lincoln Chase, M.D., Agent, Board of Health, Brookline, September, 1905.

It is known that children who are very slightly ill, or even not ill at all, may be infected with a dangerous communicable disease. Such children often mingle freely with others, and are, according to our present knowledge, the most frequent cause of the spread among children of infectious diseases. All teachers should know the fact, that light cases of these diseases not infrequently cause severe and even fatal cases. If communication between mouth and mouth can be prevented, it is believed that communicable disease can be very considerably diminished. The schools are certainly proper places for inculcating that personal neatness and personal cleanliness which would forbid the passage directly or indirectly from mouth to mouth of any article.

"The Work of a Village Education Association," by D. C. Heath, 1902, pp. 27 and 28.

And can you think of anything more important than daily medical inspection of the schools to prevent the spread of infectious diseases, and to save lives and health and even money by obviating the necessity of closing the schools for long periods? I cannot, and therefore this is the first thing our association has taken up, and with satisfactory results.

Of course this is a thing more needed and perhaps more easily managed in cities than in villages, and yet I do not see why a village should not delegate to one, or some, of its physicians the duty of calling at the school building in the morning for the purpose of examining any children that the teacher thinks may be coming down with some disease which is likely to be communicated to the rest of the children. It takes but a few minutes of the doctor's time, and therefore the cost is very slight.

"Annual Report of the School Committee of the City of New Bedford," together with the Superintendent's Annual Report for the year 1904, pp. 166-167-168.

Besides the aid that the inspectors gave to the teachers in cases of contagious diseases of all kinds, they rendered valuable service in discovering functional diseases and other abnormal conditions of children. I believe in medical inspection. It is a logical outcome of compulsory education. I would go even farther and say that the welfare of the schools demand it.

"Report of the Newton Education Association," 1902-03, pp. 8-9. We quote the following from the last report of the city's Board of Health:

It is estimated that the whole cost of applying this system of school inspection to Newton, including salaries of inspectors, printing, etc., would not be more than \$2,500 per year, certainly a small sum to pay out when we consider the great advantage to be gained in the increased protection from contagious disease, and the diminished interruption of the school work due to epidemics which cause closing of the schools.

It is believed that in the end the expense to the city would be less than under the present system. (No regular inspector.)

The cost to the city for caring for contagious cases at the hospital is very large, and undoubtedly this would be reduced under the proposed plan. Even should there be no marked reduction in the number of cases sent at first, still they would come under control and treatment earlier, and in some diseases this would mean a reduction in the length of stay at the hospital.

Besides the actual money outlay in every case of contagious disease we must take into account the loss to the individual due to quarantine and possible cessation of wages from being kept away from work. With persons who rely on daily wages for their support, this may make the difference between independence and pauperism.

To show how infectious diseases prevail much more when the schools are in session, we quote the following from the same report:

With the closing of the schools the number of cases (of diphtheria) fell materially, being five in July and seven in

August. When the schools opened again the number quickly rose, being thirty-six in September and forty-six in October. . . .

This increase in the number of cases reported during the months when the schools are open is very interesting, and can be shown to take place almost every year . . . which is a strong argument in favor of the proposed system of school inspection.

The School Committee in its last report says:

It seems reasonably sure that something will be done towards the accomplishment of this most important object beyond our present system of inspection at the beginning of each term. An epidemic of diphtheria in the Franklin School last year resulted in many distressing cases of sickness and some deaths. Patrons of the public schools have a right to demand that such cases be reduced to a minimum. Daily medical inspection is the greatest possible protection against such evils.

"Report of the Committee on School Hygiene of the Worcester Public Education Association," 1906, pp. 6-8.

Extensive studies indicate that over 90 per cent. of the deaths from contagious diseases such as diphtheria, scarlet fever, whooping cough, and measles, occur before the age of ten.

Contrary to popular opinion, there is great mortality from measles when this occurs in the early years of life and among the children of the poorer classes. Extensive statistics collected in the city of Munich showed that the mortality from this disease between the second and fifth year, was 4.55 per cent., while from the sixth to the tenth year it was only .04 per cent. These figures would indicate that if an epidemic occurs in the kindergarten period, the deaths are likely to be forty in 1,000; whereas, if the epidemic can be postponed until the primary school period, only four in 1,000 will die.

Dr. Meder, in Germany, in a study of many thousand cases extending over a period of from fifteen to twenty years has found similar, altho not as great, differences in the mortality from diphtheria, scarlet fever, and whooping cough, as well as measles, between the early and the later grades.

For the detection and proper control of tuberculosis in school children skilled medical inspection is necessary.

Educational Organization of the State of New York.

(Concluded.)

Allotment of Public Library Appropriations.

CONDITIONS.

A free public circulating library maintaining the required standard and registered by the University may receive annually, so far as the fund permits, an allotment equal to the amount of money raised from other sources. In no case shall an allotment exceed \$200, nor shall one be made for less than \$5. Allotments may be made to a branch library containing not less than 1,000 volumes after it has been inspected and registered, and to a public reference library devoted to general or to technical subjects of interest to a considerable part of the population in its immediate vicinity.

USE OF MONEY.

The State allotment and the local equivalent must be spent for approved books, serials, and first binding. It can not be used for repairs or for rebinding worn books. New libraries or those reorganizing and needing to use part of this money for cataloging, printing, or library supplies may do so when the written permission of the Commissioner of Education has been obtained in advance. A report of the expenditure of library money must be sub-

mitted in the prescribed form. So far as applicable, rule 37 shall apply to libraries.

Degrees and Diplomas.

DIPLOMAS.

No diploma shall be conferred which does not represent four years or their equivalent of work of a grade above the elementary or grammar school.

DEGREE-CONFERRING POWER.

No charter hereafter granted shall authorize any institution to confer any honorary degree, or any degree on examination without residence, or any degree on lower requirements than those fixed by the University as the minimum for that degree.

HONORARY DEGREES.

The bachelor's degree in arts, philosophy, science, and literature, and the doctor's degree in philosophy shall not be conferred by the University or by any institution in this State *causa honoris*.

DEGREES IN ABSENTIA.

No degree shall be conferred in this State on examination without completion of a prescribed

course in which one year at least has been taken in regular attendance on the usual exercises of a teaching institution registered for that degree.

PROFESSIONAL AND TECHNICAL SCHOOLS.

No professional or technical school in this State shall confer any honorary degree, nor shall it confer any degree on examination except for completing its course of study in subjects for which the school is registered by the University as having equipment, faculty, and course of instruction not below its established minimum.

PRELIMINARY EDUCATION REQUIRED.

No degree shall be conferred for completion of a course of study or on examination, unless the candidate has a preliminary general education of at least a four year high school course or its equivalent, as determined by the University rules. Satisfactory evidence of such preliminary education must be offered before beginning the course of study for the degree and any deficiencies (which must not exceed three academic subjects), must be made up within one year.

STATE DEGREES.

The B. A. degree will not be conferred on a candidate from an institution which looks to the University for the conferring of such degree, unless the candidate has completed a standard college course approved by the Commissioner of Education and the Regents of the University.

LL.B.

No candidate shall receive the University degree of LL.B. unless, in addition to passing the required examinations in law for admission to the bar of this State, or others accepted by the University as fully equivalent, he has filed satisfactory evidence that after having completed a general education equivalent to that required for the Regents academic diploma, he has taken to the satisfaction of the faculty not less than a three year course in one or more law schools registered by the University as maintaining a satisfactory standard.

LL.M.

The University degree of LL.M. shall be conferred only after one year's graduate study subsequent to receiving the degree of LL.B., and only on candidates who have taken to the satisfaction of the faculty not less than a four year course in one or more law schools registered by the University as maintaining a satisfactory standard.

UNIVERSITY HONORARY DEGREES.

No honorary degree shall be conferred by the University, except by unanimous vote by ballot at a regular meeting on a candidate recommended therefor by a previous Regents meeting and whose name with the proposed degree was communicated to each Regent in the call for the meeting at which final action is taken.

DIPLOMAS FOR UNIVERSITY DEGREES.

The conferring of any degree by vote of the Regents of the University shall be certified by a parchment under seal bearing the signatures of the Chancellor and the Commissioner of Education and shall be completed by its delivery to the candidate.

REGISTERED DEGREES.

The following symbols of degrees shall have the protection accorded to the University degrees, as provided in section 33 of the University law, as amended by chapter 859, section 4 of the laws of 1895.

B.A. or A.B.	} Arts	B.M. or B.Med.	} Medicine
M.A. or A.M.		M.D.	

Ph.B.	} Philosophy	B.D.S.	} Dentistry
Ph.M.		M.D.S.	
Ph.D.		D.D.S.	
B.S. or B.Sc.	} Science	B.V.S.	} Veterinary surgery
M.S. or M.Sc.		D.V.S.	
D.Sc.			
B.L.	} Literature	Ped.B.	} Pedagogy
M.L.		Ped.D.	
L.H.D.			
D.Lit. or Lit.D.			

B.D.	} Theology	B.L.S.	} Librarianship
D.D. or S.T.D.		M.L.S.	
L.L.B.		D.L.S.	
L.L.M.	} Law	Mus.B. or Mus.	} Music
L.L.D.		Bach.	
D.C.L.		Mus.D. or Mus.	
		Doc.	

FEES FOR UNIVERSITY DEGREES AND CERTIFICATES.

Unless otherwise provided, the fee charged each candidate who takes an examination for a University degree shall be \$5 for a degree in theology, \$5 dollars in arts and science, \$10 in law, \$25 in medicine, \$25 in dentistry, \$10 in veterinary surgery, and \$25 for a certificate as a certified public accountant.

Miscellaneous Provisions.

ANNUAL REPORTS.

Each institution in the University shall transmit to the Department on August 1 of each year a report for the preceding school year, in prescribed form. Any University institution whose annual report for the preceding school year is not filed before the 20th day of September shall not participate in any apportionments unless such neglect is duly excused for sufficient reason. Any institution failing for two consecutive years to report shall be deemed to have discontinued its educational operations, and after due notice its charter may be suspended as provided in section 31 of the University law.

DELINQUENT AND DORMANT INSTITUTIONS.

A new inspection and written report to the Regents shall be made of each institution which fails after due notice to make any required report, or fails—in case of discontinuance of educational operations—to surrender its charter to the Regents, or which refuses or neglects in any other respect to conform to the provisions of law or of the Regents rules.

LEASING UNIVERSITY INSTITUTIONS.

The leasing of the property of any University institution by its trustees to any individual, association, or corporation other than a board of education or an institution in the University shall, unless such leasing is first approved in writing by the Regents, be considered a discontinuance of its educational operations and shall subject such institution to a suspension of its charter, as provided by law.

PRESERVATION OF RECORDS.

When an educational corporation is dissolved, its books, records, and papers, unless otherwise specially provided, shall be placed in the State Library or in some nearer public library approved by the Regents.

VACANCIES IN COLLEGES AND ACADEMIES.

In case the office of president of a college or of principal of an academy shall be left vacant for one year without satisfactory cause therefor from the trustees of such institution, the Regents may fill the vacancy. The person so appointed shall continue in office during the pleasure of the Regents, and shall have the same powers, salary, emoluments, and privileges as his immediate predecessor.

in office enjoyed; or, if he had no immediate predecessor in office, he shall have such salary as the Regents shall direct to be paid by the trustees out of the funds or property of their college or academy.

SALARIED OFFICERS INELIGIBLE FOR TRUSTEES.

No salaried employe, other than its executive or financial officer, or both, shall be a trustee of a University institution, nor shall such a trustee have a right to vote in any case relating to his own salary or emoluments.

SECTARIANISM.

Any school of which the charter, bylaws, or rules provide that the students, teachers, trustees, or the voters who elect the trustees, shall belong to any particular religious body, or any school in which any distinctively denominational tenet or doctrine is taught, shall be deemed and treated as sectarian. The name of the school, the sources from which its funds are derived, or the denominational connection of its trustees, teachers, or students, shall not be construed as determining its character if under its charter, bylaws, and rules, the official positions named are not in any way limited to any denomination. Any school of which the principal and the president of the trustees shall certify that under the terms of this rule it is unsectarian shall be so considered till after special inspection and report the Regents shall declare it to be sectarian.

CREDENTIALS ACCEPTED.

Unless otherwise specified, any approved credential previously issued shall be accepted in place of an examination covering the same ground.

CREDENTIALS SUBJECT TO CANCELATION.

All diplomas, certificates, and other credentials and examination ratings shall be subject to cancellation by the Commissioner of Education, for cause.

SPECIAL UNIVERSITY PROPERTY.

Such library, museum, and other property of the University as is unique in character and therefore impossible to replace shall not be loaned.

DISPOSITION OF PUBLICATIONS.

The Commissioner of Education shall furnish free to Regents copies of State publications, and may, in his discretion, direct the free distribution or sale of Department publications and fix the prices therefor.

AMENDMENTS.

The Regents rules shall be altered or repealed only by six favoring votes at a meeting of the Board for which the notice to each Regent specified the changes to be proposed; but any rule may be suspended during a meeting of the Board by unanimous vote of the members present.

Elementary Teachers in Prussia.

According to official statements, the number of elementary teachers in 1905 was 97,796, of whom 82,032 were men, 15,764 women, or 16.11 per cent. of the total number. Rhenish Prussia had 5,175 women among 17,036 teachers, or 30.38 per cent., the smallest number of women teachers was found in the province of Pomerania, to wit: 240 among 5,017, or 4.78 per cent. In 1896 the total number of teachers was 78,199; hence in nine years an increase of 19,597, or annually 2,177, a little more than 20 per cent. Nine years ago the proportion of women teachers was 12.76 per cent. The men teachers increased from 68,219 to 82,032, or 13,813,

equal to 16.83 per cent; the women teachers increased from 9,980 to 15,764, or 5,784, equal to 36.64 per cent. The *Deutsche Kampf* publishes the following list of German cities (fifty-three in all), of over 50,000 inhabitants, giving the ratio of women teachers to men teachers as follows: To every one hundred men there were in Metz, 49.5 women teachers; Strassburg, 49.4; Munich, 49.3; Aachen, 49.2; Mulhausen in Alsace, 48.6; Cologne, 48.2; Lübeck, 47.7; Bochum, 47.1; Altona, 45.8; Düsseldorf, 45.1; Mayence, 42.3; Erfurt, 42.0; Danzig, 41.9; Königsberg, 41.3; Hamburg, 39.0; Essen, 38.0; Breslau, 36.3; Potsdam, 36.3; Frankfurt-on-the-Oder, 30.0; Berlin, 35.8; Halle, 35.0; Dortmund, 34.7; Kiel, 34.1; Hanover, 33.7; Darmstadt, 33.0; Crefeld, 31.5; Frankfurt-on-the-Main, 31.2; Schöneberg, 31.0; Freiburg, 30.7; Magdeburg, 30.5; Würzburg, 30.5; Stuttgart, 29.6; Stettin, 29.4; Karlsruhe, 28.3; Görlitz, 28.0; Charlottenburg, 26.0; Posen, 26.0; Bremen, 24.4; Elberfeld, 25.2; Wiesbaden, 24.9; Augsburg, 24.6; Barmen, 24.6; Spandau, 23.5; Cassel, 22.0; Dresden, 20.9; Nuremberg, 16.6; Rixdorf, 14.5; Mannheim, 13.0; Leipzig, 12.4; Duisburg, 10.3; Chemnitz, 7.2; Plauen, 5.1; Zwickau, 3.9.

L. R. KLEMM.

Bureau of Education, Washington, D. C.

David Crockett, 1786--1836.

By WILLIAM A. MOWRY, Massachusetts.

Among the pioneers who found their way over the mountains from the colony on the Yadkin into Tennessee was a tall, raw-boned, resolute man of Irish birth. His name was Crockett, and he had been a brave soldier in the Revolution. He made his home in the little hamlet called Limestone, in Greene County, not far from the Carolina line. Here, our hero, David Crockett, was born in the year 1786.

In his boyhood David knew little but hardship. His entire school life was less than six months, and that was when he had grown almost to manhood. He learned to read and to write and but little else. While still very young his father hired him out to a Dutchman who had made his home far away in the wild, unsettled interior, four hundred miles to the westward. With his employer young David traveled on foot this long distance. After a month or two he was so homesick in the wilderness, with no friend near him, that he slipped away, and alone made his way back again over the four hundred miles to his father's house.

What a journey for a boy of only twelve years! Think of it! His long trip with his employer from his father's house thru the wilderness must have been difficult and hazardous enough; but for him, boy as he was, to retrace his steps thru that long stretch of unbroken wilderness, in constant danger from wild beasts and Indians, with rivers to cross, food to procure and cook—all this required a courage far from common in a boy of twelve years of age.

David was always loyal to his family, and a charming story is told of his dutiful conduct towards his parents. When he was nearly seventeen years of age, he worked a whole year to pay a note for seventy-six dollars which was held against his father, who was unable to meet it.

Thru his entire life, David Crockett was a pioneer. After coming to manhood he made his first home on the Elk River in Lincoln County, Tennessee, on the border of Alabama. Afterwards, when settlers began to gather around him, he pushed further west and built his cabin in "one of the wildest

parts of the State." He did not remain long even here. As the country filled up he moved further west and pitched his tent on Shoal Creek in Lawrence County, "in a wild and desolate region." Here the settlers soon organized a local government and appointed Crockett a magistrate. From this time he rose rapidly, and before long acquired a wide reputation.

First of all our hero was a famous hunter. He knew the haunts of the wild animals and could always find game. He was a sure marksman; and so accurate was his aim, and so well known was his success as a hunter, that the story became current that once on a time when he had taken aim at an opossum, the "Varmint" called out to him, "Don't shoot, Colonel, don't shoot. I'll come down."

The opossum called him "Colonel," because the people had made him colonel of the militia. He was repeatedly elected a member of the State Legislature, where he did good service and won golden opinion from his fellow law-makers.

Crockett had by diligence and hard labor acquired some property. He now built a dam across Shoal Creek and put up a mill, which soon after was swept away by fire. He gave up all that he had and paid his debts to the last cent. One who knew him well said, "he was a great exemplar of fortitude in disaster, cheerfulness in misfortune, and honesty in his dealings. The loss of his property by fire in Lawrence County tested his honesty. He gave up after that disaster all he possessed for the benefit of his creditors and began the fight over again with cheerfulness and hopefulness."

He now made another move toward the sun-setting. He built his new home on the Albion River, near the Western boundary of the State. Thus in four counties, beginning on the Eastern borders and pushing Westward till he almost reached the Mississippi River, he had been a pioneer in the new land of Tennessee.

After he had served the people in the State Legislature, he had the idea that he should yet be a member of Congress. It is said that he traveled on foot from his home in Southern Tennessee to Washington to see what Congress was like. We must not forget that he had almost no school education. He could read and write, and could speak in public in a crude, backwoods fashion. He had seen much, traveled somewhat, observed everything within reach, and drawn his own conclusions. He was full of oddities and eccentricities, but withal he was by no means lacking in "large, round-about common sense."

The story goes that the very next day after his arrival in Washington, Mr. Webster, the great orator from Massachusetts, made one of his famous speeches in the Senate. In the evening, at a reception, Colonel Crockett was introduced to Mr. Webster, when the following conversation ensued:

"Wahl, Mr. Webster, I heared your speech to-day, and do you want to know what I think of ye?"

"Certainly," replied Webster, "I should be pleased to know what so distinguished a man as Colonel Crockett thinks of my humble efforts."

"Wahl, Mr. Webster, I'll tell ye. I heared your hull speech. I stood there, a leenin' up agin the post, and I heared the hull on't, for two mortal hours, and I don't think you'r what you'r cracked up to be." Then waiting a minute, he added, "for there wa-n't a word in it that I couldn't understand."

Afterwards Crockett was elected to Congress and served three terms. "He was popular in Washington, where he was noted not only for

his eccentricity of manner and speech, but also for his strong common sense and shrewdness." His favorite motto was, "Be sure you are right, then go ahead." This is a very good motto for all, especially the young.

In May, 1830, Colonel Crockett made a speech in Congress on the bill for the "Removal of the Indians beyond the Mississippi." He stated at the outset that he should vote against the bill, and he wanted to give his reasons for the vote. He said that he did not know that any man within five hundred miles of the place where he lived would vote as he should, but he must vote as his conscience dictated.*

He said: "I have my constituents to settle with, I know, and I would like as well as any other gentleman to please them, but I have also a settlement to make at the bar of my God. What my conscience dictates to be just and right I want to do, be the consequences what they may. . . . I must vote as my conscience and judgment dictate, without the yoke of any party on me, or the driver at my heels, with his whip in hand, commanding me to gee-haw-whoa just at his pleasure." He said that he knew personally many Cherokees, and he had heard them say: "No, we will take death here at our homes. Let them come and tomahawk us here at home: we are willing to die, but never to remove."

He then stated that no man would be more willing to see the Indians removed than he was, if it could be done in a manner agreeable to themselves, but not otherwise. He added: "I care not for popularity, unless it can be obtained by upright means. . . . I have been told that I do not understand English grammar. That is very true. I have never been to school six months in my life. I have raised myself to be what I am by the labors of my hands. But I do not on that account yield up my privilege as a representative of freedom on this floor."

Crockett's vote on this bill helped to defeat him for re-election in the fall of 1830; but he was elected again in 1832 and served another term, when he was again defeated, President Jackson's influence being turned against him.

Soon after this he migrated to Texas and engaged in the struggle of that country for independence from Mexico. He was with Colonel Travis and Colonel Bowie in the fatal siege of the Alamo (a'lamo). The Alamo was a strong fort with stout walls twenty feet high and covered two or three acres of ground. It was defended by about one hundred and fifty brave Texans, and the besieging army numbered fully four thousand Mexicans under command of the famous General Santa Anna. The siege lasted thirteen days, when a desperate assault was made, and all the Texans but six were killed. These six men, including Colonels Crockett and Travis surrendered to their overwhelming foe; but altho they were prisoners of war, they were shot by orders from Santa Anna.

Thus perished Colonel David Crockett, one of Tennessee's bravest and most distinguished sons. One who was personally acquainted with him bore this testimony: "He was a hero, statesman, and martyr, who was in life the peer of any unselfish man that adorned the annals of a civilized people. He was a favorite of all classes, whether rich or poor, high or low, Whig, or Democrat, dudes in the city or hunters in the country."—From "American Pioneers."

* The quotations cited above are from the *Congressional Globe*. Colonel Crockett's speech was revised for publication, and therefore does not appear in the backwoods phrasing in which probably he gave it.

Programs for Nature Study Class.

By HELEN M. DODD, Glen Ridge, N. J.

A series of Nature Programs will be published monthly in this magazine, beginning in the present number. It is intended to outline a course of study especially adapted to local Nature Clubs, or to the individual who wishes to become more familiar with that wonderful life which we call "Nature."

The outlines are merely suggestive, following for the greater part life as we may see it during the changing months and seasons.

The number of people who go thru life with "eyes that see not" and "ears that hear not," is truly deplorable.

This was vividly exemplified only the other day during a five minutes' stroll with a friend who found life in the country extremely uninteresting.

Within that few moments bobolinks seen for the first time this season, rose circling from the beautiful stretch of grassy field, uttering their bubbling song. Warblers darted here and there challenging a rapid glance to see and identify them in their restless flight. A rose-breasted grosbeak caroled away from the top of a small tree revealing to us below the splash of pure crimson on his white breast. We passed a special variety of pine I had been looking for, and found a species of wild flower new to me.

Life was teeming and full of interest every step of the way, and my companion would exclaim at intervals, "What? Where? How did you see that?" in almost comical surprise.

So much for what these programs mean.

To enlarge one's field of vision and capacity for enjoyment thru the medium of a keener observation, and learning what to observe; to gain a deeper insight into the wonderful interrelations and adaptations of Nature's forces, and to realize thru all the seasons, spring, summer, autumn, and winter, that "The poetry of nature is never dead."

There will be some to whom one subject will appeal more strongly than others, and to awaken interest for further study and research on the part of the individual is one of the aims of these programs. There is a field for a life's work in almost any one of the subjects so briefly outlined.

The following few suggestions are offered for organizing a Nature Club.

Call a meeting of those whom you think would be interested in such a course of study, and elect by ballot your officers for the coming year.

The number may be limited to a director, assistant director, secretary, and treasurer.

The duties of the director shall be to call all meetings, conduct said meetings, and to plan the time and place for field excursions taken in connection with the indoor work.

Indoor meetings to be held twice a month on a given day and hour at some stated place. It is suggested that members of the club hold the meetings at their different homes, each taking the responsibility of two successive meetings, as this prevents sending out an unnecessary number of notices.

The director shall also give out the several subjects for the month, asking different members to write and read at the following meetings of the club, a paper upon each of the subjects outlined, using the programs here printed, merely as suggestions as to how to go to work. A bibliography for further reading and reference will be printed each month with the programs.

It has been found advisable for those writing upon a subject to divide it into two parts to be read at the two successive meetings, thereby carrying the in-

terest thru the month, and giving time at each meeting for several subjects to be touched upon.

Great stress should be laid upon bringing in as many specimens as possible to illustrate the subject.

Field excursions should be taken as often as possible by the club during the winter months, and certainly every week, during the autumn and spring-time. This is especially interesting following the special study of a subject. For these excursions a good pair of field glasses is almost essential.

The assistant director shall assist the director in every way possible, and take her place during her absence.

The secretary and treasurer shall fulfill the usual duties of this combined office, taking and reading the minutes at each meeting, as well as calling the roll.

Members shall bring in all the general information possible at each meeting, watching the papers and magazines for items of interest in the Nature World.

A question box might prove of interest, to be opened at each meeting, the questions answered at the time by different individuals, or where there is a doubt, looked up for the following meeting.

The spirit of the Club shall be for mutual benefit and furtherance of knowledge.

I. Indoor Meeting in October.

"A fresh foot-path, a fresh flower, a fresh delight."—Richard Jefferies.

Reading of the Minutes.

Business of the Day.

Subjects until November 6—

"Bird Migration."

Autumn Wild Flowers.

The Goldenrods.

The Asters.

Gentian.

Study of Maples.

Fruits and Seeds.

Current Topics in Nature World.

Open Meeting.

Vacation Notes and Personal Observations.

Bird Migration.

Migrants arrive from the North. See Chapman's list of times of arrival and departure.

Summer residents leave for South. See Chapman's list.

Why do birds migrate? What does the extent of their migration depend upon? Do insect eating birds or seed eaters travel farthest? Route of Western and Eastern birds? What is destination of each?

Do generality of birds migrate by day or night?

How do birds direct their flight? How high do they fly?

Observations made by moonlight thru the telescope.

Are a bird's sight and hearing superior to ours?

Subject---Trees.

Aceraceae—Maple Family.

Species of maples to be found in this locality.

Sugar Maple—describe growth. What height does it reach? Describe growth of wood or stem. Does it belong to the exogens or endogens?

Bark—rough or smooth, dark or light?

Leaves—size, kind of edge; are they parallel or net veined? Color of petioles or stems? Color when first out of bud? Color in autumn?

When does the sugar maple flower, with, or before the leaves? Are the staminate and pistillate flowers borne on the same or on different trees? Winter buds—size and how protected? Uses of wood.

Obtaining of sap—syrup. Compare with other maples? Silver maple, sycamore, and red maples.

Legends, poems, or literature of any kind, relating to maples.

Witch Hazel.

Flowers that appear in October last thru November. Appear simultaneously with last year's pods. Bring home fruiting spray. Nuts discharge from woody pods when dry. Witch Hazel as divining rod.

Fruits and Seeds.

Field plants and shrubs conspicuous in fruit. Classify under color and arrangement of fruit on stalk. Bring specimens if possible. Solomon's Seal, True and False, White Baneberry, Jack-in-the-Pulpit, etc. Seeds with silky or fluffy pappus attached, adapted to being carried by the wind, such as thistle, clematis, dandelion, etc. Winged seeds also sown by the wind, as maple keys or samaras, cone scales, etc. Dry pods which burst open at maturity and discharge seeds. Shooting seeds—describe methods of witch hazel, wild geranium, jewel weed. Freak seeds that resemble

insects, centiped, squirting cucumber, etc. Seed transported by adhering to coats of animals and people's garments such as tich-trefoil burdock, etc. Fleshy fruits where seeds become free thru decay—apples, pears, etc., or thru agency of birds as they feed upon certain berries and drop them at a distance. Wet earth containing seed and adhering to birds' feet another method of transportation. Darwin's experiments.

Thistle Family---Asters and Starworts.

Collect as many species as possible. Note *where* found. Height of plant, shape of leaves, and kind of edge. Texture of leaves. Position on stalk. Are the stalks smooth or hairy? Much or slightly branched? Flowers large or small, Color of rays, purple lavender, blue or white? Are disks yellow or do they turn brown in maturity? Arrangement of flowers on stalk. Rays numerous or few? How many species found in North America? How many in Europe. How is this composite flower fertilized? What flowers are included in *Thistle Family*?

Letters.

Pensions for Teachers.

TO THE EDITOR OF THE SCHOOL JOURNAL:

Recently an invitation was extended to the readers of THE SCHOOL JOURNAL to express their opinion about the best ways and means for influencing public opinion in favor of pensions for teachers. Altho the writer has always been in favor of such a public measure he is nevertheless fully aware of the difficulties which have to be overcome before the public can be convinced that the pensioning of teachers is not only an act of justice to the teachers, but would be of great economic benefit to the States and Nation.

It would seem, therefore, that if the pensioning of teachers is to be made a national affair, as suggested, not only is it desirable that the teachers of the country act in unison, but that in trying to influence public opinion, and thru that our representatives in Congress, they lay stress upon the economic advantages. It must be shown that these advantages are of highest benefit to the children of the taxpayers, because a judicious method of pensioning would result in developing a better trained body of teachers.

The great mass of the people have but little interest or taste for purely intellectual efforts and achievements. This is one reason that the teacher, as teacher, is regarded merely as a promoter of intellectual activity, the results of which cannot be weighed and measured by mechanical means and touch. This is why he is less valued by the average mechanic than the blacksmith's helper or any muscular worker. Hence the difficulty to raise the teacher's salary to the level of a good mechanic or first-class farm hand, irrespective of the question of oversupply of females willing to teach.

The undervaluation by the average industrial worker of intellectual activity which does not produce immediate tangible results, is a condition that must be met. It is the writer's belief that it can be overcome by systematic and persistent education of the people. Let teachers form into local associations and invite the public to a discussion of economic questions directly or indirectly dependent for success upon the schools and good teaching. In other words, show to the public the close relation of the school and work of the teacher to the bread-and-

butter question of the individual citizen. Arguments of this sort will make the public mind more readily receptive to the desirability of pensioning teachers than the more subtle considerations of morality and justice.

Then let the local associations of teachers, while thus preparing the public mind, join en masse their respective State Educational Associations and the National Educational Association, and, by the momentum of these compact bodies, bring pressure to bear upon the representatives who, while at their homes, became impressed by the influence the teachers are able to exert upon the public mind. A policy of this kind persistently pursued will prepare the ground for the seed that is to grow into a pension bill for teachers—tentative, perhaps, at the beginning, but forming a start. A course of this kind, in order to be pursued successfully, requires hard work. It is rendered hard by the fact that the majority of the teachers have no vote, and but few teachers enter the school-room with the intention to make teaching their life work, and consequently take but little interest in what becomes of the teachers' profession after they have abandoned the school-room.

To interest these in that missionary work it would be necessary to appeal to them from the broader standpoint of citizenship, from the standpoint that their success as individuals depends upon the welfare of society, of the State and Nation as a whole, and this welfare cannot be attained without the liberal co-operation of the individual citizen towards the common end to raise the ethical, the intellectual standard of the people, the productive ability of the industrial worker in city and upon the farm, to as high a level as possible by the united and harmonious efforts of the home, the school, and the Church.

From his lifelong study of our educational system the writer believes that the lack of calling the public mind to the distinctive, concrete, economic value of the school and teacher has left a gap in the otherwise high appreciation of the American people for our schools, and if that gap is filled by the teachers themselves in the manner indicated, then it will not be long before we learn of the passage of a national pension bill for teachers.

Altoona, Pa.

P. KREUZPOINTNER.

The Book World.

Oliver Huckel has done a great work for the Wagnerian drama in this country. His *PARSIFAL* and his *LOHENGGRIN* form a real contribution to English poetry. Mr. Huckel is evidently a man of broad scholarship and fine poetic sensibilities. His new book on *TANNHAUSER* is a worthy companion to the former volumes. It affords those who do not read Wagner in the original an opportunity to drink deep of his poetry, and thereby obtain a fuller power of musical appreciation. (12mo, 80 pp. Cloth, gilt top, \$0.75 net. Four illustrations by noted German artists. Thomas Y. Crowell & Co., New York.)

The Orient has a never-waning interest for the Westerner. Books that speak intimately about its inner life always claim attention. In *EASTERN WONDERLANDS*, by Charlotte Chaffee Gibson, has a charm altogether its own. The reader is carried along by the story of personal experience. It is very evident that the author loves Nippon, and that she thoroughly enjoyed her travels thru China, Ceylon, India, the Himalaya Mountains, Egypt, and the by-ways. The book is fully illustrated with splendid reproductions of photographs. If a copy were placed in the library, geography classes would consult it with interest and profit to themselves. (Little, Brown & Co., Boston.)

Dr. Justus Watson Folsom's splendidly illustrated work on *ENTOMOLOGY: WITH SPECIAL REFERENCE TO ITS BIOLOGICAL AND ECONOMIC ASPECTS*, aims to give a comprehensive and concise account of insects. Entomology is treated primarily from the biological and practical aspects. The numerous illustrations are chiefly from the author's original drawings and much material not hitherto available in text-books has been introduced in this volume. It is an octavo of 485 pages, containing five plates, one of which is colored, and 300 other illustrations. We know of no more satisfactory and comprehensive text-book on the subject. (\$3.00. P. Blakiston's Son & Co., Philadelphia.)

William Beutenmuller, Curator of the Department of Entomology, American Museum of Natural History, New York, has prepared two manuals of special interest to nature students, one treats of *COMMON AMERICAN AND EUROPEAN INSECTS*; the other of *COMMON BUTTERFLIES AND MOTHS*. Each type specimen is reproduced in natural colors, and the common and scientific names of each are given. An index adds considerably to the value of these publications. Those who are interested in entomology especially, also the schools, will find the manuals very helpful. (Funk & Wagnalls Company, New York. 16mo, pocket size, muslin. Each 25 cents.)

PINKEY PERKINS is the joy of thousands of young readers who have been privileged to become acquainted with him. They will hail with delight the announcement that Captain Harold Hammond, U. S. A., has brought out *FURTHER FORTUNES OF PINKEY PERKINS*. The new book is before us, full of illustrations that will arouse youthful curiosity, and bound in a handsome cloth cover. These *FURTHER FORTUNES* are not a whit behind the first book in point of deliciousness and wholesomeness. Pinkey is a healthy lad whose boyish mischief has not the slightest trace of meanness in it. It is said that his doings are largely the memories of Captain Hammond's own boyhood days. We believe it. A man who can write a story like this must have grown from just such stuff as Pinkey is made of. The book should be in every school library. And if you want to make a small boy happy—or a girl for that matter, as girls will be just as much delighted—let him have the *PINKEY PERKINS* books. (12mo, 400 pp. Illustrated by George Varian. Price, \$1.50. The Century Co., New York.)

Saint Nicholas is the one great American juvenile magazine. The bound volumes from the beginning constitute an invaluable library for boys and girls. Unfortunately, access to these volumes is possible to but few young people, and so republication of special features in separate books is a most commendable enterprise. The *FAIRY STORIES* retold from *Saint Nicholas* form a book of this kind. It is brimful of stories that interest young readers. The illustrations are of the very highest artistic character and add greatly to the value of this charming book. It is just the thing for a holiday gift. (12mo, 194 pp. Price, \$0.65 net. The Century Co., New York.)

THE MELODIC SERIES OF THE NATURAL MUSIC COURSE includes the Melodic First Reader, Second Reader, Third Reader, and Fourth Reader. The authors are Frederic H. Ripley, principal of the Longfellow School of Boston, and Thomas Tapper, lecturer on music at the Institute of Musical Art, New York City. The four books are arranged for the elementary grades. The melodies used are largely new and original. Well-known composers in America, England, France, and Germany have written songs for the series, which are specially designed for the use of children. These have been carefully tested in the school-room to demonstrate

their attractiveness to children and their fitness for the purpose. Each book outlines clearly suitable work for the grades for which it is intended, providing all material necessary for the logical steps to be taken, and so arranged as to make each lesson pleasing in itself and fruitful of results. A faithful study of the materials as given in these four books of the Melodic music readers will not only cultivate a love for music and impart the power to interpret it, as the authors assure us in their preface, but it will also arouse in the teacher the true spirit of music instruction and establish a foundation for the development of the art instinct. (American Book Company, New York.)

In Crowell's series of *HANDY VOLUME CLASSICS* appears Swinburne's *Poems (Selections)*, edited by Dr. Arthur Beatty, of the University of Wisconsin. The format of the volume is in good taste; simple, and serviceable. The editor, after selecting the poems he desired to present, has followed a suggestion which Mr. Swinburne once made in regard to a classified arrangement of a poet's work in preference to one based on strict chronology, and divided the book into Lyric and Elegiac, Odes, Sonnets, Metrical Imitations, etc. An adequate introduction, critical notes, and indices are furnished. (Thomas Y. Crowell & Company, New York.)

Recent investigations made by educators have shown that twenty-five per cent. of the students in men's colleges of the United States cannot swim a stroke, and that many more have such an imperfect knowledge of the art that they could not be of any help in saving the lives of others in distress. If this is true of the favored class in colleges, what must be the condition in secondary schools and among the young men of the country in general? And how about the young women?

The idea of giving serious attention to this defect in the education of young men and young women has been considered a little by educators, and in time swimming may find a place in the school curriculum, as it did long ago in Germany and to almost as great a degree in England. The United States Government places swimming high among the requirements at the naval and army academies at Annapolis and West Point. It has been proved there, and elsewhere, that no form of bodily exercise will produce such wonderfully good results in health, strength, and power as swimming, if correct methods are employed. In a new book, now in press, *THE ART OF SWIMMING*, by Richard F. Nelligan (American Gymnasia Co., Boston), these points are emphasized and means are indicated whereby the deficiency in swimming knowledge can be removed. Amherst College, simultaneously with the recent dedication of a new natatorium, has adopted a rule by which all students will be required to qualify in swimming. An examination will be conducted in June in the sophomore year to test the abilities of the students in certain fundamental water movements and strokes. For those who desire to pursue this part of their education further, honor or advanced courses will be offered. The Massachusetts Humane Society has recognized the advantage of this forward step, and has consented to award its certificate of proficiency in swimming and life saving to the students of this college who pass satisfactorily certain conditions.

This movement on the part of Amherst College has already attracted the attention of other colleges and universities, some of which are considering adopting requirements similar to those for the Amherst sophomore test mentioned above. This test consists of swimming with the breast stroke one hundred yards; with the over-arm side stroke, one hundred and fifty yards; with the trudgen stroke, fifty yards; swimming on the back with arms and legs, twenty-five yards. For admission to the first class the honor or advanced class men will be required to pass a successful examination in front somersaults in the water, back somersaults in the water, over-arm spiral, and right and left spiral strokes. Membership in the second and third classes require additional qualifications.

THE ART OF SWIMMING should have considerable value for educators who would like to see more systematic instruction along that line.

THE BOY CAPTIVE IN CANADA, by Mrs. Mary P. Wells Smith, is a sequel to "The Boy Captive of Old Deerfield," published some time since, which has proved very popular with young people. The new volume is the story of the experiences of the adventures in Vermont and Canada of little Stephen Williams, son of the Deerfield minister, who was taken captive by the Indians in the massacre familiar to students of early American history. The boy spent a winter among the Indians, and then returned home. The story is well told, and is sure to be enjoyed by boys and girls generally. (Little, Brown & Co., Boston.)

Don't think that eruption of yours can't be cured. Take Hood's Sarsaparilla—its virtue is its power to cure.

Among the more important of the text-books issued last month by the new Education Department of Little, Brown & Company, were MERRY ANIMAL TALES, an easy third grade book by Madge A. Bigham, author of "Tales of Mother Goose Village"; BOY BLUE AND HIS FRIENDS, a second-grade book by Etta Austin Blaisdell and Mary Frances Blaisdell, authors of Child Life Readers, and THE WIDE AWAKE FIRST READER, by Clara Murray, author of "The Wide Awake Primer." Among the books for older pupils are LYRICAL POEMS OF ROBERT BROWNING, edited by Dr. A. J. George, whose larger edition for colleges was recently published by Little Brown, & Company. The Lyrical Poems include the college entrance requirement.

The Milton Bradley Company, of Springfield, Mass., last month published two new song books: PLAY TIME SONGS, by Mrs. E. F. Hurd, a collection of new and attractive songs for the kindergarten, and MOTHER GOOSE SONGS, by Ethel Crowninshield, the old-time words fitted to new and taking tunes for the little people.

The Kindergarten Magazine, for many years published in Chicago, will hereafter be edited and published in New York City.

Messrs. Little, Brown & Co. announce that they have secured the services of Mr. J. R. Sparks, for a number of years prominently connected with the public schools of Indiana and Illinois, as their representative in the Middle West, with headquarters in Chicago. Mr. Stanley Johnson, formerly principal of the High School in Nantucket, Mass., is their outside man in New England.

Arthur Morrison's "A Child of the Jago," which still commands a sale, has probably had a greater effect than any novel of poor life published since "Oliver Twist." The London district called "The Jago" and aired so thoroly in the book was subsequently demolished. The new quarter which took its place was opened by the present King Edward, then Prince of Wales, who in his speech at the opening highly complimented Mr. Morrison and his book. This was, and remains, the only reference His Majesty has ever made in a speech to a living novelist. Such references in the ordinary course of events he has to avoid more carefully than our own President, who has been responsible for several literary booms. Just as the first book added a phrase, "Bean Street," to the ordinary language as a synonym for "slums," so the second caused a criminal rookery to be spoken of commonly in English newspapers as a "jago."

Catalogs Received.

Book and Stationery Trade List, George Robertson & Co., Melbourne, Australia.
Autumn Announcements. T. Fisher Unwin, London.
Lincoln Institute, Jefferson City, Mo., catalog. (1907.)
Fall Announcements, Little, Brown & Co., Boston.
Publications of the Century Co., Autumn of 1906. The Century Co., New York.
First Edition of American Authors—Dodd, Mead & Company, New York.
The Rowfant Books—Dodd, Mead & Company, New York.
Annual Report of the Public Library, Cincinnati, O.
Annual Report of the Grand Rapids Kindergarten Association of Grand Rapids, Mich., (1905-1906.)
Riverside Bulletin, September, 1906.—Houghton, Mifflin & Co., Boston.
Reference Catalog of School Furniture and Supplies.—Atkinson, Mentzer & Grover, Chicago.
Glass Jars and Glass Cylinders.—The Kny-Scheerer Co., New York.
Hobart College Bulletin, Announcements. (1906-1907.)
Monthly List for April, 1906.—The Macmillan Company, New York.
Eleventh Annual Report of the Board of Education of School District No. 97 (Oak Park), Cook County, Illinois. (1905.)
Annual Report of the Fresno Public Schools, Fresno, Cal. (1904-1905.)
Course of Study and Syllabus for Teachers, Elementary Grades, Newark, N. J. (1906-1907.)
Catalog of Guilford College, North Carolina. (1905-1906.)
Fifteenth Annual Report of the Public Library, Seattle, Wa h. (1905.)
Annual Report of the Public Schools of Jamestown, N. Y. (1903-1904 and 1904-1905.)
Annual Report of the Public Schools of Pasadena, Cal. (1905.)
Catalog of Straight University, New Orleans, La. (1905-1906.)
Fall Publications.—Charles Scribner's Sons, New York.
Annual Report of the Public Library, Los Angeles, Cal. (1905.)
Wisconsin Arbor Day Annual, 1906.
Official Bulletin of the Pennsylvania State Educational Association, Fifteenth Annual Session.

Coming Meetings.

October 10-12.—County Institute meeting at The Dalles, Ore.
October 12-13.—Upper Peninsula Educational Association. For place of meeting address Commissioner A. E. Sterne, of Ishpeming.
October 13.—Northwestern Nebraska Educational Association, at Emerson.
October 17-19.—Council of Superintendents, Rochester, N. Y.
October 17-19.—County Institute meeting at McMunnville, Ore.
October 18, 19, 20.—Vermont State Teachers' Association, Middlebury.
October 19.—Franklin County, Massachusetts, Teachers' Association, Orange.
October 18-20.—Rhode Island Institute of Instruction, at Providence. Hon. Walter E. Ranger, State Superintendent of Public Instruction.
October 18-20.—Northeastern Iowa Teachers' Association, Cedar Rapids, Ia.
October 18, 19, 20.—Superintendents' and Principals' meeting at Lincoln, Neb.
October 22-24.—County Institute meeting at Moro, Ore.
October 24-26.—County Institute meeting at Hillsboro, Ore.
October 25-26.—Maine State Teachers' Association, Lewiston, Me.
October 25-27.—State Teachers' Association Institute Battle Creek, Mich.
October 25-27.—New York State University Convocation, at Albany, N. Y. Dr. Andrew S. Draper, New York State Commissioner of Education.
October 26.—Hampshire County, Massachusetts, Teachers' Association, Ware.
October 26-27.—Association of Colleges and Preparatory Schools, Lewiston, Me.
October 25, 26, 27.—Maine Teachers' Association, Lewiston.
October 26-28.—Western Nebraska Educational Association, at Sidney, Neb.
October 31-November 2.—County Institute meeting at Tillamook, Ore.
November 1, 2, 3.—Southwestern Iowa Teachers' Association, Atlantic, Ia.
November 1, 2, 3.—Southern Minnesota Teachers' Association will be held at Mankato, Minn.
November 7-9.—County Institute meeting at Salem, Ore.
November 12-14.—County Institute meeting at Central Point, Ore.
November 13.—Biennial Convention of County Superintendents will be held in San Diego.
November 14-16.—County Institute meeting at Grants Pass, Ore.
November 26-28.—State Association meeting at Portland, Ore.
November 26-28.—State Association meeting at Pendleton, Ore.
November 30-December 2.—The Social Education Congress, at Boston. Frank Waldo, Corresponding Secretary, Room 16, Rogers Building, Boston, Mass.
December.—Northwestern Nebraska Educational Association. For date and place of meeting write Supt. D. W. Hayes, Alliance.
December 1-3.—Southeastern Minnesota Educational Association meets at Winona. W. F. Kunze, president.
December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.
December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.
December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.
December 26-29.—Minnesota Educational Association meets in Minneapolis.
Holiday Week, 1906.—State Teachers' Association, Syracuse, N. Y.
Holiday Week, 1906.—Associated Academic Principals, Classical Teachers' Association, Council of Grammar School Principals, Art Teachers' Club, Training Teachers' Conference, Science Teachers' Association, Syracuse, N. Y.
December 26, 27, 28.—State Educational Association. Annual meeting at Fargo, N. D.
The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.
December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.
December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.
December 26-28.—Territorial Teachers' Association will meet at Shawnee.
December 27.—The county superintendents of New Mexico will meet in annual session at Las Vegas.
December 28.—The County and City Superintendents' Associations will meet in Columbia, S. C.
December 26-29.—Minnesota Educational Association will be held at Minneapolis.

The Educational Outlook.

Dr. Brumbaugh, of Philadelphia, has had a personal interview with every one of the young women taking examinations for teachers' certificates. The interview came at the close of the first day of examination, and Dr. Brumbaugh's tactful and gracious words encouraged many prospective teachers.

The Ohio Society of California is going to build in San Francisco a \$100,000 school building, to be named the Ohio School. The money will be raised from Ohio societies thruout the country.

Superintendent Easton, of the public schools of New Orleans, reports extensive improvements in buildings and equipment. Six annexes are in course of construction, which will provide for any increase in the number of pupils.

Judge Samuel L. Carpenter has decided that the Board of Education of Denver, Col., may not follow literal interpretation of contracts with teachers, a clause of which provides that the Board may discharge teachers at pleasure. This decision was reached in a suit brought by Miss Bessie C. Simmons against the Board to recover salary lost by her on account of her discharge by the Board last November. Miss Simmon's attorney argued that the Board had shown no valid reason for its action, and this opinion was supported by the decision of the judge.

Dr. T. Dyke, St. Thomas' Hospital, London, after careful investigation has started a praiseworthy crusade for securing more sleep for school children. He believes that every child should have at least nine hours' sleep, and that ten would be better.

In fact, he considers a proper amount of sleep as essential to their mental and physical development as that their food shall be properly nourishing.

Aberdeen University is celebrating its four hundredth anniversary. Among the 128 recipients of degrees were several Americans.

Superintendent J. H. Phillips has reported a decided increase in the attendance of the public schools of Birmingham, Ala. This is especially noticeable in the high school, where the attendance of the first week was 575, as compared with 487 for the same week last year.

A report comes from Madrid that the Spanish Government, contemplates the floating of a loan of \$10,000,000, for constructing 5,000 primary schools during the next five years.

Dr. A. Duncan Yocum will fill the Chair of Pedagogy in the University of Pennsylvania which Dr. Martin G. Brumbaugh vacated when he became superintendent of the Philadelphia school system. For the past five years Dr. Yocum has been superintendent of the public schools of Chester, Pa. Last summer he delivered a series of lectures for teachers at the University's Summer School. Dr. Yocum, who is most widely known as an authority on elementary schools, will continue the courses designed for the teachers of the city, which have formerly been offered by the University.

In Cleveland, Supt. W. H. Elson has decided upon an increase of forty minutes in the time to be devoted to German by the upper grades. This action was taken in spite of the Teachers' Round Table, which had unanimously voted against any such increase for three years to come.

A new office, that of purveyor for the college, has been established at the Woman's College of Baltimore. The duties of the office are the oversight of the scientific and sanitary administration of the college. Miss Caroline H. Shawe, a graduate of Wellesley, and for the last

seven years in charge of the Commons in Chicago University, is the first incumbent.

S. P. Orth, of the Cleveland Board of Education, declares that the Normal Training School of that city is illegally conducted. The school has admitted only enough high school graduates to fill the vacancies in the public schools. Mr. Orth contends that such a limitation is illegal and that every one who passes a creditable high school examination should be permitted to attend.

Philadelphia wants \$4,400,000 for new schools. The Board of Education plans to build seventeen schools to replace old ones or those out of repair. Among the new buildings will be a manual training school and two district high schools. The Board also desires to get possession of a lot suitable for a physical culture training ground for the use of all the schools.

SPOKANE, WASH.—More than 1,200 pupils are enrolled in the Spokane High School. Prin. David E. Cloyd believes that the total number will reach 1,500 before the middle of the semester. Gonzaga College, of Spokane, conducted by the Jesuit Order, has resumed active work in all departments, after a vacation of ten weeks. Father Herman J. Goller is president. The enrollment is the largest in the history of the college. Seven hundred thousand dollars was appropriated in 1905 for the State Normal Schools, the State University, and the Agricultural College.

The University of the State of Florida opened its handsome new buildings at Gainesville on September 26. Prospects for the University are bright.

The Trenton Kindergarten Association at its first meeting as an organization, elected the following officers: President, Miss Stella McCarty; vice-president, Miss Grace A. Wood; recording secretary and treasurer, Miss Nellie Lain; corresponding secretary, Miss Bertha Bauvis; program committee, Miss Harriet Paul, Mrs. Woolsey, and Miss Hamilton.

An attempt has been made in Harrettsville, O., to evade the recent State law requiring county school districts to hold sessions of at least eight months, and that teachers should receive a minimum salary of \$40 a month. The township Board of Education hired teachers for eight months, but required them to agree to resign at the end of six months, if desired by the Board. This would result in a six months' term, and is declared illegal.

Mr. Benn Pitman published an interesting article in a recent number of *Leslie's Weekly*, on "Alphabetic Reform Before Simplified Spelling." Mr. Pitman's main contention is that "the alphabet shall contain a sign for each sound of the language, and that each letter shall represent but one and always the same sound." He defends President Roosevelt's action in regard to simplified spelling, and fears only that Mr. Roosevelt was too conservative.

Dr. Barringer, for many years connected with the Newark, N. J., High School, on the occasion of his eightieth birthday addressed the pupils of the school from which he retired some time since. Principal Wayland E. Stearns in introducing him said: "There are certain plants which blossom forth year after year, again and again. Such a plant is called a 'perennial.' Dr. Barringer is a perennial. With but small periods of rest between, he has blossomed out in full vigor year after year, until now he has reached his eightieth birthday."

Dr. Barringer, in his talk to the pupils, dwelt especially on the value of educa-

tion and on the importance to every boy or girl of confidence in right, in order to develop into the best sort of man or woman.

The registration figures from Harvard, exclusive of Radcliffe College, and the Summer School, show an increase of eighteen over last year. The total enrollment numbers 3,774. There are 632 entering students, a gain of thirty-nine over last year's freshman class.

In McKeesport, Pa., it has been discovered that between 700 and 800 foreigners are violating the law by sending their children to private schools where the English language is not taught. The School Board will be asked to take prompt action in the matter.

Mr. Robert H. Wright has been elected principal of the Eastern High School, by the School Board of Baltimore, to succeed Mr. William F. Wardenburg. Mr. Wright became professor of history in the Baltimore City College, in June, 1902, and has been a member of that faculty up to the present time.

The Chicago Board of Education has determined to try an experiment in limited segregation in the Englewood High School. This decision was reached in spite of vigorous opposition from some of the members.

At the annual meeting of the trustees of the Peabody Education Fund it was decided to devote \$1,000,000 of the fund to the establishment of a teachers' college, to be named after the founder of the fund, George Peabody. The old officers were reelected.

By the action of Mayor T. O. Morris and the City Council of Nashville, Tenn., children residing in territory adjacent to the city will be admitted to the grammar schools upon the payment of an amount equal to the per capita cost of maintaining the schools. This sum may be paid by the School Directors of the district from which the child comes, or by any resident of that district.

At the celebration of Educational Day, held by the Y. M. C. A. of Washington, D. C., John Lee Brooks, of the Business High School made a strong plea for education that really prepares for life. He especially urged educational methods that will fit the man with one talent for his place in the world, as well as the man with five talents.

Recent Deaths.

Ernest Devereux White, first assistant master of the Phillips Brooks School, Philadelphia, of which his father, Dr. John Stuart White, is head master, died September 27 at the age of thirty-one. Death was due to pneumonia. Mr. White three months ago married Miss Hallie Steel. He had been editor of the *Overland Magazine*, of San Francisco, and for two years was master of the Berkeley School, New York.

Miss Maria P. Willetts, a well-known public school teacher in New Jersey, died in Plainfield September 27. She had taught in various parts of the State for forty years, the greater part of the time at South Amboy. She was one of the organizers of the State Endowment Fund, and took an active part in all its affairs.

Prof. J. B. Eberly, of Smithville, Ohio, a widely known educator in that State, and proprietor of Point Breeze, Chataqua, died September 21, aged nearly seventy years. For nearly fifty years he had followed teaching as a profession. More than five thousand students were taught by him during his lifetime. Prof. Eberly was founder of Smithville Academy.

Chart Free to Schools.

The Bureau of Standards of the United States Department of Commerce and Labor has prepared a chart representing geographically the measures of the International Metric System of weights and measures, with a brief explanation of the principle of the system. A copy of this chart may be secured by any school in which the system is taught, on application to the Bureau.

Teaching Hospital Children.

The Landon County Council provides for the instruction of the young inmates of the Alexandra Hospital in an interesting manner. Nature lessons are given by means of movable blackboards, on which pictures of the subject of the lesson are drawn. These are placed where they can be easily seen from their cots by the little pupils.

With more advanced pupils colored charts take the place of blackboards. The very little ones are taught to read from books with type large enough to avoid injuring their eyes, and light enough to be easily held while lying in bed.

Lessons on the parts of a boat are given by the use of a model, and other objects which can be easily brought before the children are used in similar ways. A piano is brought into the ward and with the aid of a chart music lessons are given to the older patients.

By this system the monotony of hospital life is somewhat broken, and the children lose less than they otherwise would by their absence from regular schools.

Retirement Pensions in Washington.

Dr. W. E. Chancellor, superintendent of the Washington public schools, has prepared a bill, to be introduced at the next session of Congress, which arranges for the retirement of aged teachers upon half pay. The object of the bill is to provide for teachers who have reached a certain age, after serving a specified number of years, and thus to make way for younger teachers.

"I have become convinced," says Dr. Chancellor, "that after a teacher reaches the age of seventy, his or her period of usefulness has become so impaired that a continuation of employment at full salary practically amounts to the granting of an annuity."

The bill is similar to the one which has proved so successful in New Jersey.

Dr. Chancellor believes that the bill will work well in conjunction with the teachers' retirement fund, which is secured by the voluntary contribution of a certain percentage of their salaries by the teachers. This fund provides a half salary to those who have contributed to it. Thus a teacher enjoying the benefits of this fund and the municipal pension would retire, upon reaching the age limit, at full salary.

In Virginia.

State Supt. J. D. Eggleston, of Virginia, is simplifying the mechanical business of his office. He is making out new forms for teachers' reports, is reducing the bookkeeping of the district clerks to a uniform method, and is preparing to keep in better and easier touch with the entire State.

The State Board of Education plans to hold a meeting of school officials on November 26, at Richmond. The Board especially desires the attendance of school trustees, members of school trustee electoral boards, and members of boards of supervisors, and plans the program with them in view. State meetings of the various educational associations will be held at about the same time in Richmond.

Growth in City Schools.

There are in the United States, according to Dr. Harris' report 588 city school systems, with a total enrollment of 4,374,463 pupils, and an average daily attendance of 3,354,806, an increase of 105,252 over the previous year. The average length of school term is 187.9 days. In the private and parochial schools there are 1,996,582 pupils, an increase of 39,017.

It is interesting to note that there are 5,619 supervising officers in these systems, of whom 2,799 are men and 2,280 are women. This is a 5.23 per cent. increase for the men and only 3.94 per cent. increase for the women. Of the whole number of teachers in the cities, (96,624), 89,335 are women and 7,289 are men. The number of women increased 2,533, while the men were increased by only 15. The cities have provided 10,069 buildings, with 4,151,938 sittings, an increase of 59,861, as against an increased attendance of 105,252. School property is valued at \$410,326,526, and the total expenditure for school purposes increased 6.22 per cent. to \$129,836,203, of which \$74,332,428 was for salaries of supervisors and teachers.

No Room for Outsiders.

The Elementary Schools Committee of Philadelphia has decided to dismiss from the schools children whose parents are not *bona fide* residents of the city. This action was brought about by a complaint from the principal of the Gilbert School, of Chestnut Hill. He reported that there were sixty-three pupils attending that school who resided in Montgomery County. There are already 13,000 children in the city on half time, and it is considered unfair to them to care for outsiders before they receive proper attention.

Unwilling District Boards.

Opinions on matters of education expressed by Samuel Hamilton, superintendent of schools for Allegheny County, Pa., are of interest not only in the Keystone State but among educational people generally. In an interview published in a Pittsburg paper he has expressed his opinions concerning the schools under his jurisdiction. After paying due tribute to what has been accomplished in his county, he stated that the chief faults to which he would call attention are the system of school control and the incapacity and lack of training of many of the teachers. Superintendent Hamilton finds himself powerless to bring about the degree of progress in the schools that he would like to see.

The district boards, many of whose members are farmers, hold the purse strings, and they are not willing to loosen them for manual training, music, arts and crafts, gymnastics, and domestic science. Only two or three schools in the entire county have manual training. Mr. Hamilton's district, it should be explained, does not include the cities of Pittsburg, Allegheny, and McKeesport.

The present teachers have not the requisite training for giving manual training and domestic science, and the school boards will not appropriate money for special teachers. Most of the physical culture in the schools is unscientific, and school swimming pools and baths are unknown.

There is no medical examination of pupils; almost nothing is done to beautify the school grounds; nature study is not compulsory and in many places is entirely omitted; geography is generally taught by the old, dry-as-dust methods; and the work in arithmetic is for the most part after a haphazard, hit-or-miss style that does not lay a sound foundation. Even with school

boards of the Allegheny county school board way of thinking, teachers who were capable could remedy many of these faults.

Ohio State University.

Dr. H. S. Wingert was elected Director of Physical Education for men in Ohio State University. He will have general charge of the gymnasium, the classes in physical education, and University athletics. Dr. Wingert comes to the State University from Lehigh University, where he is now holding a similar position. For seven years he was Director of Physical Education in the West Philadelphia Y. M. C. A., and for three years was the coach, trainer, and superintendent of the athletic work of the Y. M. C. A. branches in Philadelphia, with a membership of 6,000 men. For five years he was dean of the Philadelphia Normal School of Physical Training and at the same time was director of physical education at Temple College, where over 2,000 students are enrolled. For one year he was head of the department of Physical Education in the St. Louis Central Y. M. C. A., which has a membership of 3,000 men. Dr. Wingert is a graduate of the Philadelphia Normal School of Physical Training, the Yale University Summer School of Physical Training, the Philadelphia School of Anatomy, and the medical department of Maryland College, Baltimore. He took postgraduate work in the medical department of Temple College, Pennsylvania, and is a regularly licensed physician.

Professor Burkett has resigned to take charge of the experiment station and the agricultural department at Manhattan, Kansas.

Mr. W. J. Norris has been appointed instructor in Engineering Drawing.

Ralph Rogers has returned to the University as instructor in the new department of Engineering Drawing.

Mr. Donald Baker will substitute for Assistant Professor T. K. Lewis in the department of Engineering Drawing.

Mr. C. E. Blanchard, formerly principal of the Wauseon High School, has been made assistant in English. Mr. Blanchard will give special attention to the work in debate and oratory.

F. H. Bailey, Ph.D., and F. W. Moody, A.B., were appointed instructors in physics.

Mr. O. H. Tresselt was appointed student assistant in electrical engineering.

Mr. Z. P. Metcalf was appointed student assistant in zoology and entomology.

Manual Training in St. Joseph.

St. Joseph, Mo., has under way a plan to build a \$125,000 manual training school. The city proposes, by means of a bond issue, to raise half a million dollars for school purposes. The money not used for the manual training school will be spent in erecting new grammar schools.

The manual training that has been taught heretofore in the grammar and high schools has proved very satisfactory. St. Joseph already has a fine commercial course in its high school. The new high school will fit students to become skilled mechanics, as the business course prepares them to become stenographers and bookkeepers.

In this manual training high school wood carving, bench work, and probably iron work will be taught the boys, and there will be courses in domestic science for the girls.

A Library that Advertises Itself.

The public library of Springfield, Mass., advertises itself. Once a week it sends out postal cards containing invitations to use the library to fifty people whose names appear in the directory but not

in the list of users of books. The library goes out to find the people, instead of standing stiffly alone and, as it were, saying, "Here I am; if you want me, you can come."

The authorities, as they have opportunity, print lists of books of interest to different trades. They have got out such lists for the benefit of printers, and for people interested in engineering and machinery, and they distribute such lists thru the shops. The result was logical; the compositors, for instance, took out the books to which their attention had thus been called.

Besides its three branches, the library distributes books thru agencies in school rooms, Sunday schools, fire houses, and clubs. It gives numerous special exhibitions. In summer it devotes space to time tables and summer resort publications and the literature of travel. To be useful to all of the people all of the time is its aim.

Rallies in Tennessee.

The following dates for educational rallies to be held in Tennessee during October have been announced by State Superintendent of Public Instruction S. O. Mynders:

Marion, October 11; Sequatchie, October 12; Bledsoe, October 13; Bradley, October 15; Hamilton, October 15; James, October 15; McMinn, October 16; Rhea, October 16; Polk, October 17; Loudon, October 17; Meigs, October 17; Monroe, October 18; Blount, October 18; Roane, October 18; Knox, October 19; Morgan, October 19; Cumberland, October 20; Scott, October 20; Anderson, October 20; Sevier, October 22; Cocke, October 22; Jefferson, October 23; Hamblen, October 23; Washington, October

23; Greene, October 24; Grainger, October 24; Unicoi, October 24; Carter, October 25; Union, October 25; Hawkins, October 26; Johnson, October 26; Claiborne, October 25; Sullivan, October 27; Hancock, October 27; Campbell, October 29.

New High School for Reading.

The new Boys High School at Reading, Pa., was opened at the beginning of the term. The school, with site and equipment, cost \$360,000. It has an assembly hall seating 750, with a balcony affording room for 200 more. With study rooms that can be connected with the assembly hall, all together 1,350 people can be accommodated at a lecture or debate.

The building is lighted by electricity, is supplied with an electric automatic clock that gives notice of the opening and closing of recitations, and is ventilated with the help of an electric fan. The library has steel shelves, with room for 5,000 books. The manual training department has an electrically driven grinder to sharpen all the tools. The physical training department has rooms for basketball, football, and winter baseball. The school has a supply of phonographic discs for the teaching of foreign languages. The records include speeches, dialogs, and songs in the languages to be taught. In order to insure correct pronunciation the French and German records were actually imported from France and Germany. In the English department there is a cabinet with five hundred compartments in which all the essays written by the boys during the four years will be filed. The physics department is supplied with X-ray and wireless telegraph apparatus.

The school is complete so far as a high

school can be. Seymour T. Davis, of Philadelphia, was the architect; George W. Beard & Co., were the builders.

Scranton Schools.

By a vote of eleven to ten, the Scranton Board of Education retained the present method of having the directors in the wards appoint the school teachers in their districts, instead of having the city superintendent of schools appoint all teachers.

The present indications are that this will be the best year of the Scranton Training School for Teachers. The pupils entering the school this year are expected to make the two-years course in one.

Scranton has raised the salaries of three of its manual training teachers from \$750 to \$1,000.

Dr. Heeter at St. Paul.

In his first address to the assembled teachers of St. Paul, Superintendent Heeter spoke particularly of the need of having manual training in the grades as well as in the high schools, in order that such work might progress in as logical sequence as, for example, the work in mathematics. The new superintendent referred to the overloading of the curriculum. He said that he found this due to senseless left-overs from the old system, when education consisted of cramming instead of developing. He spoke of several absurdities in arithmetic and questioned the need or use of "fine discriminations in sentence analysis in grammar."

Correction of the curriculum, he contended, does not consist of eliminating what ignorance calls "fads," but in getting rid of what a false view of education foisted on the course of instruction years ago.

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In and About New York City.

The free public lecture system was inaugurated in New York in 1889. That year the total attendance was 22,139. Last year the attendance was 1,221,441.

The Educational Alliance is taking practical measures to get the Jews away from New York, and out into the country or to the smaller cities. An exhibit was begun in the Alliance building, October 3, to show the advantages of the farm and the smaller town. Photographs of farms owned and worked by Jews, and pictures of neat homes and roomy workshops in small towns, show the Ghetto what actually lies outside of New York.

The prizes offered by Mrs. E. E. Williamson, thru the New York Association for Improving the Condition of the Poor, for the best summary form of presenting significant school facts to teacher, superintendent, trustee, and tax-payer, have been awarded as follows: First prize, \$200, to Charles B. Dalton, of Trinity Chapel School, New York City; second, \$100, to Professor William R. Patterson, state statistician of Iowa.

Mr. Dalton earned the first prize offered by the National Geographical Society of Washington for the best essay on the Norse Discoveries, and the third prize, offered by Miss Helen Gould, for a comparison of the Catholic and Protestant Bibles.

Gymnastic Work for Teachers.

Gymnasium classes for the teachers of the New York public schools are to be held this year. The equipment of the various schools will be used in conducting these weekly classes, and music will be supplied for the teaching of folk dances.

Each teacher will pay a fee of \$5. The committee in charge of the work is composed of Miss Jessie H. Bancroft, Assistant Director of Physical Training in public schools, chairman, assisted by Miss Julia Richman, District Superintendent, and Mrs. Charles Farnsworth.

Not Enough Eligible Teachers.

All women teachers on the eligible list for the elementary schools will be appointed by the Board of Education in New York, and still many vacancies will have to be filled by calling upon the surplus of kindergarten teachers, regular substitute teachers, and "pupil teachers" from the training schools.

The scarcity in the supply of teachers is due in part to the small number of women who passed the last No. 1 examination—376 as compared with about 500 usually—but a more important reason is the unwillingness of women to go to Brooklyn, Queens, and Richmond, where many of the vacancies exist.

School Nurses

Few people not intimately connected with the New York public school system realize the important part played by the school nurse. In addition to the regular inspection which is carried on, to exclude pupils with incipient cases of diphtheria, scarlet fever, whooping cough, and the like, a constant watch is kept of the general neatness of the

Learning the value of antikamnia tablets in nervous disorders, I tried them where there was pain and nausea. For the uneasiness which was almost continuously present, they proved a sterling remedy. In cases of painful dyspepsia, I always include this remedy in my treatment. H. G. Reemsnyder, M. D., in *Notes on New Pharmacal Products*.

children. By the tactfulness of the nurses many apparently incorrigible pupils have been awakened to a sense of pride in their personal appearance, and from this to pride in their work.

Trachoma is one of the diseases most commonly met with, especially in the schools of the lower East Side. It was brought originally from Russia, and is one of the most dangerous of the affections of the eye.

Nurses, when necessary, visit the homes of pupils excluded from the schools because of the disease, giving directions for proper treatment.

They often receive small thanks from the children's parents for their trouble, and are occasionally forced to resort to extreme measures to see that their instructions are followed.

City College Club Celebrates.

A special meeting of the City College Club was held at its rooms, 15 West Fifty-eighth Street, on Saturday, October 6, 1906, to celebrate the birthday of a great New Yorker, Townsend Harris.

The debt of gratitude which the city owes to this man, on account of his activity in forwarding the great project of free higher education, is very great. The College of the City of New York, or the Free Academy, as it was called, from 1847 to 1866, is a vital force which Harris brought into being. But there is one phase of his life-work which is of interest to every American, and of interest combined with reverence to every inhabitant of Japan: Townsend Harris was the first American Envoy to Japan, and negotiated the first treaty between Japan and the United States.

At the meeting of the City College Club, Townsend Harris' work in connection with the College was the subject of addresses by the following: Hon. Ferdinand Shack, President of the Club, Henry G. Schneider, Hon. Everett P. Wheeler, Gen. Henry E. Tremain, and Prof. Adolph Werner.

The great feature of the evening was the tribute paid to the memory of Harris in commemoration of his noble work in Japan, by Mr. Jiro Abratani, a lecturer on Japan in Columbia University. Mr. Abratani dwelt particularly in his address on the services rendered to Japan by Harris after the treaty was signed. Townsend Harris as a diplomat was unique. He stood between the growing awakened Japan, and the aggressions of foreign powers, giving counsel as a true friend to those in power in Japan, and firmly resisting the demands based upon mere pretensions of outsiders. Modern education in Japan is very largely a development of ideas introduced by Townsend Harris.

What Is to Be Done?

The question of enforcing the by-law of the New York City Board of Education, which forbids a woman teacher to marry, has come up once more in New York. A decision of the Court of Appeals declares the by-law null and void. Seventy-four women teaching in the New York public schools have reported their marriage during the past summer. As a member of the Board put it, "What can be done? There's the by-law and there's the decision of the Court of Appeals. Neither is enforced."

New York Lecture Courses.

Two thousand lectures will be given in New York in 158 public schools and lecture halls during the next three months. The topics will include science, literature, and the arts, and the lecturers will be

university professors and others who are authorities on their particular lines.

In co-operation with Columbia University there will be given university extension courses in modern European history and in nineteenth century English literature. The University will give credit for the work done in these courses.

Other courses will be given by the following instructors: Prof. John S. McKay, of Packer Collegiate Institute, on electricity, Prof. Morris Loeb, of New York University, on chemistry, Prof. Samuel C. Schmucker, of the Westchester State Normal School, on evolution, Prof. R. W. Prentiss, of Rutgers, on astronomy, Dr. James H. Canfield, librarian of Columbia, on the history of civilization, and Prof. Guy Carleton Lee, formerly of Johns Hopkins University, on American history.

In addition, lectures in Yiddish and Italian on American history and citizenship will be offered for immigrants.

Brooklyn Institute.

The Brooklyn Institute will this year offer a course in "Art Appreciation," conducted by Daniel A. Huesch, Ph.D. It will consist of twenty lectures to be delivered on Monday afternoons at four o'clock. The first meeting will be held October 15.

Mr. Boston's life and portrait classes for men will meet five evenings a week. Miss Evelyn M. Griswold will continue the courses in applied design, which were so successfully introduced last year. Dr. Huesch, in conjunction with Prof. H. Delmar French, secretary of the Institute's department of philosophy, will give a course of twenty lectures entitled "With the Great Philosophers."

Mrs. Mary E. Knowlton, A.M., will continue the study of Dante's "Divine Comedy," which was begun last year. "The Study of Emerson" will be the subject of the literary lectures to be delivered by Leslie Willis Sprague. Wilber A. Luyster will organize the Mendelssohn Choral Society, besides conducting his classes in sight singing. Mrs. Mary Gregory Murray will give three courses on the "Principles of the Expression of Music."

Among the noteworthy features of the fifty-first annual meeting of the New York State Association of School Commissioners and Superintendents, which was held at Cornell University on October 3, 4, and 5, were E. W. Updike's address upon the Commissioner's Duty to Cornell University, and Prof. D. S. Kimball's talk on the Significance of Industrial Training, the latter accompanied by demonstrations. All the addresses were of interest, which was greatly increased by the discussions that followed many of them.

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Why They Play Hookey.

That truants are ingenious in framing up excuses for their absence from school is shown by some given in the annual report of the Boston children's institutions department. Here are the "reasons" offered by 263 boys: Disliked study, lessons too hard, school-room too hot, 36; teacher was cross, 27; fear of punishment at school, 23; thought teacher did not like him, 1; called names and plagued by other boys, 1; to attend the theater and ball games, 82; to attend the Brockton Fair, 5; to hang around the wharves, 3; influenced by older boys, 40; to work, 14; to play, 14; to steal, 10; to smoke, 2; to help mother, 2; to take care of sister, 1; had to support himself, 1; was sick, 1.

Philadelphia Evening Classes.

The Philadelphia evening high schools have opened with a large increase in attendance. In the men's high school fully three hundred more are enrolled than last year.

A course in real estate and conveyancing has been added to the curriculum. The class will be conducted by Benjamin F. Ludlow, assisted by Roland C. Bortle, and already 178 have registered for the course.

Registration in other departments was as follows: mathematics, 520; stenography, 350; drawing, 470; science, 145; languages, 170; penmanship, 321; English, 120.

In the women's high school new classes have been arranged in physical training, dressmaking, and hygiene.

Pittsburg Salaries.

The salaries of some three hundred Pittsburg teachers have been reduced from ninety to eighty dollars a month, owing to a judicial decision relating to classification. The city is making plans for a new high school to cost not more than \$1,200,000.

Superintendent Andrews in his report deplored the fact that, while Pittsburg has a greater per capita wealth than any other city in the country, it does not spend money generously on its schools as compared with other cities. This lack of generosity is especially noticeable in the matter of teachers' salaries.

In order that teachers may get opportunity to visit other schools, Mr. Andrews recommended that twenty of the students in the graduating class of the normal high school be placed on the substitute list, and so be available to relieve regular teachers.

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Prison Education.

Along with other reforms which have been established in the prisons of New York, such as the abolishment of the lock-step, the cropping of the hair, and the contract of system labor, prison schools have been started. These schools are conducted by head teachers chosen from principals of public high schools, assisted by those of the inmates who have sufficient education to make them capable of helping in the work.

Most attention is paid to English and elementary arithmetic. The men devote an hour and a quarter six days in the week to the work, and as yet it has not been necessary to make attendance compulsory.

The system has been in operation for only a year, but is already giving promise of being a most useful factor in the reclaiming of criminals, which is being more clearly recognized as the right course to be followed by society, in the treatment of those who have violated its laws.

Superintendent Collins recognizes the value of the enterprise, and has suggested the founding of a school for the training of prison officials.

Not Entirely Destitute.

Miss Passy (on charity visit)—It must be hard to be deprived of so many of the comforts of life, but you must try to—

Mrs. Waydown—Oh, hit aren't so bad, mum. Hi aren't near so bad haff as some hov you lydies, mum; y' see I 'ave a 'usband.—*Toledo Blade*.

Two night schools were opened in Houston, Texas, on October 1, to continue work which was successfully conducted there last year.

The popularity of Isaac Pitman's system of shorthand in the schools is in no wise diminishing. The new "Short Course in Shorthand" has been recently adopted in the following schools: High Schools of New York; High School, Elizabeth, N. J.; High School, Norristown, Pa.; High School, Bloomfield, N. J.; Westwood (N. J.) High School; High School, Rutherford, N. J.; High School, Lyons, N. Y.; High School, Saco, Me.; High School, Waterbury, Conn.; High School, Aberdeen, Wash.; Euclid School, Brooklyn, N. Y.; New York Preparatory School, New York City; Central Branch Y. M. C. A., Brooklyn, N. Y.; Metropolitan Business College, Ottawa, Ont., Can.; Bryant & Stratton Business College, Montreal, Can.; Bryant & Stratton Business College, Brooklyn, N. Y.; McLachlan Business University, Grand Rapids, Mich.; Dubuque (Ia.) School of Shorthand; Holyoke (Mass.) Business College; Y. M. C. A., Springfield, O.; De La Salle College, Havana, Cuba; Kansas State Normal School, Emporia, Kans.; Technical School, Montreal, Can.; Collegio Englis, Santiago de Cuba.

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